Experiences of New Teachers 2017

Examining the experiences of people entering the teaching profession

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Table of Contents

Table of Tables

Table of Figures

Section 1.   Executive Summary

Introduction

1.1   This summary presents the findings of the first phase of a planned five-year study looking at the contemporary experiences of new teachers entering the profession. This work builds on a similar five-year programme of research commissioned by NASUWT and carried out by Perpetuity Research between 2003-2008.

1.2   In this first year of study, the aims of the research were;
   - to establish and measure the contemporary issues facing new teachers,
   - contrast these with previous findings to assess how these are changing, and;
   - identify areas of interest which can be examined in more depth over the course of the five-year study.

1.3   The study focuses on the experiences of teachers who have completed their Initial Teacher Training (ITT) and are at an early stage of their career, completing their Newly Qualified Teacher induction or having taught for no more than two years, or, people teaching without Qualified Teacher (QT) status, who have been working in teaching for no more than two years. Throughout the report this population are referred to as 'new teachers'. The sample for this study was drawn from the membership of NASUWT.

Method

1.4   The study adopted two approaches, firstly, an online survey targeting new teachers who were NASUWT members, and secondly, in-depth interviews with the teachers who had completed the survey and agreed to take part in further research, and two further participants who had left teaching at an early stage. In addition to conducting this new research, the results of some key survey findings were compared with those from the previous 2003-2008 work in order to aid understanding of how the issues facing new teachers have changed.

Survey

1.5   The survey was developed through consultation with NASUWT, review of 2003-2008 work, and engagement with new teachers, those with established teaching careers, and members of School Leadership Teams (SLT).

1.6   In November 2016 all NASUWT members who were completing their induction, or who had begun working as a teacher within the previous two years were sent an email invitation to take part in the survey containing a link to the survey. Reminders were sent in January and

May 2017. The survey was closed in June 2017. 340 surveys were completed during this period.

Interviews

1.7 The interview schedule was developed through consultation with NASUWT, a review of the 2003-2008 work, engagement with new teachers, those with established teaching careers, and members of SLTs. In addition, early trends were identified from the survey respondents and these were used to inform the schedule.

1.8 Interviewees were sourced through their completion of the questionnaire and provision of consent to be contacted for interview. In addition, two interviewees who had left teaching during an early stage in their career, and between 2015 and 2017, were sourced through research contacts at Perpetuity Research.

Key Findings

1.9 **Teacher retention** - A significant number of the new teachers we studied were considering leaving teaching, and some had already. Teachers were reluctant to leave the career, and talked about their passion for teaching, but found that the demands placed on them were unrealistic and a career in teaching unsustainable.

1.10 **Salary** - The majority of teachers felt that their pay was unfair based on their workload, and many reported that their pay, averaged over the number of hours they worked, was less than minimum wage. Despite this, the evidence from our sample suggests that pay was not a key factor in the decision to leave teaching.

1.11 **Workload** - New teachers reported extremely heavy workloads that frequently required them to work during evenings and weekends, and had an impact on their health and wellbeing. Excessive workload was a significant factor in early career dissatisfaction that caused some teachers to leave teaching.

1.12 **Poor pupil behaviour** - Poor pupil behaviour remains a prevalent issue for new teachers, with some evidence suggesting that it may impact on their desire to stay in teaching. School wide policies, and support from colleagues and management, were effective at mitigating the impact of poor pupil behaviour.

1.13 **Mentors** - Mentors play a significant role in the early career satisfaction of new teachers. Their behaviour can exacerbate or mitigate the impact of some sources of early career stress. Early career satisfaction, and decisions to leave teaching are influenced by the quality of mentoring support that new teachers experience.

1.14 **School support** - New teachers benefit from a good, supportive school network, this includes, mentor support but also support from colleagues

and the school leadership team (SLT). Some new teachers may feel pressure to avoid asking for support in order to demonstrate their competence as a professional.

1.15 **Management** - SLTs have a significant impact on the early career satisfaction of new teachers. Their decisions impact on both the day-to-day role of new teachers and can encourage or quash career ambition and confidence.

1.16 **Changing work environment** - The issues that teachers faced have broadly remained similar over the years in which Perpetuity have conducted new teacher research. However, the proportion of teachers expecting to leave teaching at an early stage has increased. While it is difficult to speculate on the reasons for this with the current level of evidence, there was certainly evidence of concern amongst the survey respondents and interviewees regarding the impact of changes to school systems in England. These included fears about an increased focus on assessment that some felt reduced their autonomy and prohibited them from practicing their profession effectively, concerns about the fairness of performance based pay, and worries about local funding and job security.

Section 2. Introduction

2.1   In 2009 NASUWT published research conducted by Perpetuity Research: *Sink or Swim? Learning Lessons from Newly Qualified and Recently Qualified Teachers: A Study Examining How Initial Teacher Training and In-School Support Prepares Teachers for Their Careers*. This publication was the culmination of a five-year programme of research commissioned by NASUWT to investigate the experiences of people entering the profession and during their first few years of teaching.

2.2   The research, conducted between 2003 and 2008, provided a rich resource concerning the wide variety of issues that faced teachers during their early years. It identified and focused on, in particular, the impact of poor pupil behaviour and a lack of training and support to carry out key aspects of their role.

2.3   Since the completion of this work, the teaching training routes and school-systems in England have undergone major changes, for example, the de-regulation of routes into teaching. These changes are likely to have impacted on the early year experiences of teachers.

2.4   In light of the on-going changes, to schooling in England, the NASUWT commissioned Perpetuity Research to explore contemporary issues facing teachers, how different routes into teaching affect the experience of those entering the profession, and how these findings relate to the experiences of teachers as found during the previous research.

Background to the Research

2.5   To provide context for the current research the following sections provide an overview of the previous research findings and the current teaching system. These are:
- An overview of the findings from the previous research (**Previous Research Findings**);
- A brief overview of the current organisation of the teaching profession, highlighting changes made to the system since the previous research was completed (**The New Teaching Climate**); and
- A brief examination of contemporary issues facing the teaching system as identified by research in the field (**Contemporary Issues in the Teaching System**).

Previous Research Findings

2.6   An overview of some key findings from research conducted by Perpetuity Research between 2003 and 2008 is presented below, organised into key themes that emerged from the work. This section provides only a brief summary of the themes, the previous results are

more thoroughly reviewed in the survey results section, where they are used to provide comparisons with the findings from the current work.

Training

2.7   On the whole, respondents who had just finished their Initial Teacher Training (ITT) were satisfied with their overall training and most satisfied with their specific training on planning and delivering lessons and subject knowledge (Owen, Broadhurst and Keats, 2009). Despite this, once they had been teaching for two terms, more than 40% of respondents were dissatisfied with:
  • training on managing the workload;
  • delivery of non-specialist subjects;
  • managing SEN pupils; and
  • dealing with parents/parents' evenings.[1]

2.8   Once in post for two terms, almost half of the NQTs who were surveyed were dissatisfied with the training they had received on behaviour management and dealing with indiscipline. Despite the identified prevalence of behavioural issues in schools, more than half felt unprepared to deal with physical violence and more than a third, with verbal aggression. [2]

2.9   Respondents were least likely to have received training on the delivery of non-specialist subjects (15% to 25%), building relationships with staff (11% to 18%), dealing with parents/parents' evenings (9% to 14%) or managing workload (9% to 17%).[3]

Poor pupil behaviour

2.10   The previous research[4],reported that poor pupil behaviour regularly affected teachers who were new to the profession or were in their early years in the classroom, finding that low-level poor pupil behaviour was very common, and that more disruptive behaviour, such as walking out, shouting, swearing, and 'walking on the furniture and throwing equipment' was 'not rare'[5]. Owen, Broadhurst, and Keats (2009), stated that some of the interviewees they spoke to reported this kind of behaviour weekly and concluded: 'It is clear that the prevalence and type of poor pupil behaviour has not reduced over the five years of study despite policies introduced to improve behaviour in the classroom'[6]. Through the longitudinal nature of the research, the report was also able to conclude that while teachers learned how to improve their responses to poor pupil behaviour over their first five years in teaching, it still affected their future career decisions, with teachers

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[1] ibid.,p 18.
[2] ibid., p. 61.
[3] ibid., p 17.
[4] ibid.
[5] ibid.,p.61.
[6] ibid., p.61.

reporting that they would avoid 'problem schools'. The research concluded that more needs to be done to tackle problem behaviour.

2.11 The report recommended that a whole school approach was fundamental to tackling problems of bad behaviour and indiscipline and that a school-wide behaviour policy is highly beneficial. [7]

Staff retention

2.12 The findings from the research[8] showed that the proportion of NQTs that intended to stay in teaching fell between 2003 and 2008 and suggests that poor pupil behaviour played a significant role in people's decisions to remain in teaching. Teachers who felt prepared, confident and satisfied with their training were more likely to expect to stay in the profession for ten years or more. Teachers were also concerned about their ability to manage a work/life balance and the potential for promotion within their schools.

The New Teaching Climate

Changes to School Structure and Curriculum

2.13 Schools have been subject to major changes affecting both their organisation and the provision of education. Significant changes include the introduction of academy schools during the 1997-2010 Labour Government, the more recent introduction of free schools, and changes to the content and structure of GCSEs announced by the Department of Education and Ofqual in 2013[9] and taught in schools since September 2015. These reforms are set to continue, with the recent introduction of English Baccalaureate (EBacc) having focused attention on core academic subjects; specifically English, maths, history or geography, the sciences and a language.

Routes into Teaching

2.14 Since the previously commissioned research there have been significant changes to the structure of teacher training in England, with a drive towards promoting training which is led by schools, rather than universities.[10] This is reflected in the numbers; in 2015/2016 there were 155 school-centred initial teacher-training (SCITT) providers, compared with 56 in 2011/2012, and 841 school direct partnerships in 2015/2016 where there were none in 2011/2012[11]. In 2015, 14,208 postgraduates entered school-led routes, comprising 2,372 in SCITTs, 7,086 on fee paid School Direct routes, 3,166 on salaried School Direct routes and 1,584 on the Teach First Programme[12]. This figure compares with

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[7] ibid.,p 61.
[8] ibid.
[9] Ofqual, 2013
[10] Michael Gove at the National College for Teaching & Leadership annual conference (2012)
[11] Department for Education, 2016b.
[12] Department for Education and National College for Teaching and Leadership, 2015.

13,561 who entered through a Higher Education Institution (HEI) route. Additionally, 5,440 new undergraduates started Initial Teacher Training (ITT) courses in the academic year beginning 2015. These changes have resulted in a diversification of experiences for people undertaking ITT which may impact upon their experiences in their early years of teaching.

2.15   In addition to the diversification of routes into teaching, laws concerning the employment of unqualified teachers in state schools were relaxed in 2012 to allow schools who wanted to appoint someone on the basis of their special skills and experience to do so, regardless of whether a teacher with qualified status was available. Additionally, academies were given freedom to employ unqualified teachers.[13]

2.16   Six routes into teaching now account for 99.9% of teacher training places[14], these are summarised below in Table 1. In addition to these routes, some specialist training routes are available that attract low numbers of trainees, for example, 'Troops to Teachers' and 'Researchers in Schools' which target ex military personnel and PhD researchers in turn.

Table 1: Routes into Teaching[15]

Route	Number starting in 2015/16	Salaried employee or student?	Qualification gained
University led – Undergraduate	5,440 (16%)	Student	BA, BSc or Bed with QTS
University led – Postgraduate	13,561 (41%)	Student	QTS and PGCE
School Direct – Fee; Postgraduate	7,086 (21%)	Student	QTS, usually with PGCE
School Direct , Salaried – Postgraduate (3 years of experience)	3,166 (10%)	Employee	QTS, usually with PGCE
School-Centred Initial Teacher Training (Postgraduate)	2372 (7%)	Student	QTS, usually with PGCE
Teach First (Postgraduate)	1,584 (5%)	Employee	QTS and PGCE, optional masters

2.17   There has been little evaluation of the impact of these different routes, according to a review of Morse 2016 by the House of Commons

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[13] fullfact.org/education/unqualified-teachers/.
[14] National Audit Office, 2016.
[15] Figures for Table 1 are taken from National Audit Office, 2016.

Committee of Public Accounts[16] *'The Department* [for Education] *has been introducing new methods for recruiting teachers for some years but many of its plans are experimental, unevaluated and still evolving. Its approach is reactive and lacks coherence. It has introduced new school-led training but the result is confusing for applicants and the annual changes to the way training places are allocated mean that training providers cannot plan for the future. Furthermore, the Department was unable to provide good evidence that the hundreds of millions of pounds spent on training routes and bursaries, some of which have been in place for a number of years, are resulting in more, better quality teachers in classrooms.'*

Contemporary Issues in the Teaching System

Workforce and Recruitment: Increasing pressures and failure to recruit

2.18   The problems that schools face in recruiting teachers have been widely published. According to the 2017 School Workforce Census[17], in 2016 there were 222,400 Full-time Equivalent (FTE) staff within the nursery/primary phase and 208,200 FTE staff working in the secondary phase. Compared with the SWC findings from 2015, there has been a 11% increase in FTE staff in the primary phase, and a 1.3% decrease in FTE staff in the secondary phase. Additionally, according to the research, *'The total number of FTE qualified leavers has also increased over time from 39,370 in 2011 to 43,370 in 2015 and then decreased to 42,830 in 2016. As a percentage of the stock of qualified teachers the teacher leavers rate has also increased over the same period; from 9.3 per cent in 2011 to 10.0 per cent in 2015; falling to 9.9 per cent in 2016'.* (p.6)

2.19   Compounding this issue, the Department of Education has failed to meet targets for teacher training for four years; according to the National Audit Office[18], 33,200 trainees started initial teacher training in 2015/2016; 7% below the required number. The Ofsted Annual Report 2014/15 also reports that not only are there not enough entrants, but they are opting not to work in the most challenging areas, and that there is a trend for NQTs to leave to teach abroad, in the independent sector, or leave the profession wholly[19], and the 2015/2016 Ofsted Annual Report suggests that pressures in secondary recruitment are worsening and that there were 2,500 fewer FTE secondary teachers in 2015 compared with 2014. The 2015/2016 National Audit of teacher training also reported that 14 out of 17 secondary subjects had unfilled training places compared with two subjects with unfilled places in 2010/11.

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[16] House of Commons Committee of Public Accounts (2016) Training New Teachers: Third Report of Session 2016-17
[17] Department for Education 2017
[18] National Audit Office (2016)
[19] Ofsted, 2015

2.20   In 2016 the House of Commons Committee of Public Accounts[20] stated that, '*Despite repeatedly missing its targets, the Department shows no sense of leadership or urgency in making sure there are sufficient new teachers to meet schools' future needs'.* (p.3)

Retention of New Teachers

2.21   The findings from the previous research conducted by Perpetuity Research showed that the proportion of NQTs that intended to stay in teaching fell between 2003 and 2009[21].   More recent research conducted by NASUWT in 2017 suggests that this sentiment is reflected across the whole workforce with 69% of the respondents to NASUWT's 2017 Big Question, which surveyed over 11,000 teachers reporting that in the last 12 months they had seriously considered leaving the teaching profession, and of the 330 NQTs who answered the survey, 45% reported that they would not recommend teaching as a career. Additionally, 27% reported that their job satisfaction had declined within the previous 12 months, and 41% had considered leaving the teaching profession. 89% of the NQTS were concerned about their workload, 65% believed that the job had impacted negatively on their wellbeing in the last 12 months, and 55% felt disempowered by constant changes to their roles.

Pupil behaviour

2.22   The previous work carried out by Perpetuity Research found that poor pupil behaviour impacted significantly on new teacher satisfaction, and had an impact on their career decision-making process.

2.23   More recent research suggests that poor pupil behaviour has remained a significant concern in the teaching profession. NASUWTs' 'Big Question' survey has been carried out annually since 2011. In 2016[22] over 12,000 teachers from England responded to the survey. 77% of the people who responded reported that they felt there is, '*a widespread behaviour problem in schools today'*. 44% reported that there was a behaviour problem in their school, which was an increase of 2% from 2015.

2.24   Provided with a list of options which may be the cause of poor pupil behaviour, the top five reasons teachers selected were 'lack of parent support' (73%), 'pupil readiness to learn' (58%), class size' (41%), and a 'lack of backup from the senior management team' (40%). Additionally, "Over half of all teachers stated that they were subject in the last year to verbal abuse by pupils and 12% said they were subject to physical assault."

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[20] House of Commons Committee of Public Accounts (2016) Training New Teachers: Third Report of Session 2016-17
[21] Owen, Broadhurst, and Keats, 2009
[22] NASUWT, 2016

2.25 Further research by UNISON, 'Bad form: Behaviour in Schools' (UNISON, 2016), which focused on school support staff and was based on a survey of 14,500 school members across the UK, confirms that little has changed since *'Sink or Swim'* (2009) was published. UNISON (2016) found that 19% of respondents reported working in a school where there was not an adequate behaviour policy, and a further 15% reported that they were unaware if there was an adequate policy. 53% of classroom assistants had personally experienced some form of physical violence at school, and 53% had experienced verbal threats at school.

2.26 In 2017, NASUWT published the results of their annual 'Big Question' survey of 11,000 teachers in England, and found that 74% of teachers believed there was a widespread behaviour problem in schools today and 46% reported a behaviour problem in their own schools, this finding reflects a growing trend rising from from 2013 where 37% reported a behaviour problem in their schools. 81% of teachers reported that there was an issue with low-level disruption in their own classes. Issues included, 'talking or chatting out of turn', 'not following instructions', 'being slow to start work. More serious incidents of abuse and bullying behaviour towards teachers were also prevalent. 49% of the teachers reported experiencing verbal abuse from pupils, 14% said pupils physically assaulted them, and 2% reported that they were threatened or abused on social networks by pupils. Additionally, 23% of teachers reported that they had been subject to verbal abuse by parents. Teachers identified the top five causes of poor pupil behaviour as lack of parental support, pupil readiness to learn, low aspirations, class size and a lack of back-up from the senior management team. 37% of teachers said that they were not given appropriate training to deal with poor pupil behaviour, and 37% also reported that the curriculum and assessment policies in their schools contributed to poor behaviour.[23]

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[23] NASUWT, 2017

Section 3.   Research Aims and Questions

3.1   The research is intended to meet the following aims and objectives:

- Building on the previous surveys of NQTs, what are the experiences of newly qualified teachers?
    - How much does training prepare NQTs for a career in teaching?
    - How satisfied are NQTs with their training?
    - What is the classroom experience in the first years of teaching?
    - What impact does classroom experience have on teachers' early career decisions?
    - What can be done to enhance the experience of NQTs to ensure retention?

- Addressing emerging issues, what are the implications of the recent changes to education delivery?
    - De-regulation in the system
    - Greater focus on results
    - Impact of revised pay structure
    - Contractual arrangements for NQTs
    - Impact of new teaching routes (e.g. Teach First, School Direct)
    - Impact of different approaches to teaching training

Section 4.   Methods

4.1   The study adopted two approaches, firstly, an online survey targeting new teachers drawn from NASUWT membership, and secondly, in-depth interviews with respondents to the survey who consented to take part in follow up research.

Survey

4.2   The survey was developed through consultation with NASUWT, review of the 2003-2008 work, and engagement with new teachers, those with established teaching careers, and members of senior management teams.

4.3   In addition to the development of a survey that reflected the current research interests of NASUWT, some key questions used in the 2003-2008 work were selected for inclusion in the current research. This was in order to provide comparative findings in the areas of interest.

4.4   In November 2017 all NASUWT members who had been completing their induction in that year, or who had begun working as a teacher within the previous two years were sent an email invitation to take part in the survey containing a link to the survey.

4.5   Reminders were sent in January and May 2017, requesting that if they had not done so, they fill in the survey. Responses were received between November 2016 and May 2017, and there were 340 responses. There was some drop out as respondents progressed through the survey, therefore the number answering each question is stated within the write up.

Data analysis

4.6   The data from the survey were examined using SPSS to identify key trends. Crosstabulations were conducted to identify whether specific views were more likely to be held by certain sub groups (such as by route in to teaching etc). Chi squared testing was used and only results which were statistically significant (at a value of $p<.05$) were included – in other words only findings evidencing a relationship between the variables were included.

4.7   Additionally, qualitative feedback provided as part of the survey was reviewed and responses which typified a sentiment were selected for use in the results. These quotes are presented verbatim. Additionally, quotes which provided further insight or prompted further research questions were used in the development of the interview schedule.

Interviews

4.8   The interview schedule was developed through consultation with NASUWT, a review of the 2003-2008 work, engagement with new teachers, those with established teaching careers, and members of School Leadership Teams. In addition, early trends in data were identified from the survey respondents and these were used to inform the schedule. The schedule provided a broad overview of the topics of interest to the research and was designed to allow flexibility in order for the interviewers to explore any areas of interest that emerged during the interview.

4.9   Interviews were carried out via the telephone. Prior to interview all participants provided full consent, details of which can be found in Appendix 3: Consent Information for Interviews. Interviews lasted approximately 30 minutes and were all recorded using a digital voice recorder. During the interview, the researcher made notes of any key quotes or topics that emerged.

Data analysis

4.10   After the interviews were completed the researcher read through their notes and reviewed the audio recording in order to develop a written interview summary that included key findings for each area of research. Additionally, the research transcribed verbatim, any quote that typified an emerging theme or provided further insight into the experiences of new teachers.

4.11   When summaries of the interviews had been completed they were reviewed iteratively to draw out the key themes that emerged from the data set as a whole.

Ethical considerations

4.12   The research was conducted in accordance with Perpetuity Research's ethical guidelines. Prior to commencement of the project an ethical review of all the research activities was carried out, the resulting ethics form was used to inform and guide the project.

Section 5.   Survey Findings

Findings from the 2016-2017 Survey

5.1   The 2016-2017 survey launched November 2016 and was open until May 2017. 340 new teachers completed the survey. Of those who provided gender information, 78.9% (n=217) were female and 20.4% (n=56) were male. 0.7% (n=2) preferred not to disclose their gender[24].

Demographic data

5.2   The majority of the teachers who provided age data were between the ages of 20-29 (57.1%; n=157). Nearly a quarter (23.3%, n=64) were between 30-39 and 16.4% (n=45) were between 40-49. Only 2.9% (n=8) were between 50-59; and n=1 (0.4%) preferred not to say their age[25].

5.3   Four fifths (80.4%, n=221) of respondents were 'White – English/Welsh/Scottish/Northern Irish/British'. The next most common ethnic origin was 'White – Any other White background' at 4.4% (n=12). The below Table 2 highlights respondents' ethnic origin.

Table 2: Respondents' Ethnic Origin (n=275)

Ethnic Origin	Number of Respondents	Percentage of total number of respondents (%)
White - English/Welsh/Scottish/Northern Irish/British	221	80.4
White - Any other White background	12	4.4
Asian/Asian British - Pakistani	7	2.5
White - Irish	6	2.2
Mixed/Multiple ethnic groups - White and Black Caribbean	6	2.2
Asian/Asian British - Indian	5	1.8
Prefer not to say	4	1.5
Mixed/Multiple ethnic groups - White and Asian	4	1.5
Mixed/Multiple ethnic groups - Any other Mixed/Multiple ethnic background	3	1.1
Black/African/Caribbean/Black British - African	2	0.7
Asian/Asian British - Chinese	1	0.4

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[24] N=65 did not answer the question about gender.
[25] N=65 did not answer this question.

Asian/Asian British - any other Asian background	1	0.4
Black/African/Caribbean/Black British - Caribbean	1	0.4
Other ethnic group - Arab	1	0.4
Other ethnic group - any other	1	0.4

5.4   Most respondents reported not having a disability, long-term illness, or health condition (82.2%; n=226). 16% did (n=44). 1.8% (n=5) preferred not to say[26]. Of those with a disability, long-term illness, or health condition, 'Learning disability, where a person learns in a different way – e.g. dyslexia' (n=13) and 'Other impairment – e.g. epilepsy, cardiovascular conditions, asthma, cancer, facial disfigurement, sickle cell anaemia' (n=13) were the most frequently reported and 'Mental illness – e.g. schizophrenia, depression' (n=6) was the next most frequent[27]. Some reported that teaching is worsening or creating new mental health issues, such as depression.

Representativeness of the sample

5.5   The profile of the respondents broadly reflects the workforce population. 78.9% of the respondents recorded their gender as female, and 20.4% were male. School Workforce Census data from 2016 (Department for Education 2017) reported a slightly lower percentage of female teachers (73.9%) and higher percentage of male teachers 26.1%), additionally trainee census data[28] show that in 2016, 32% of postgraduate[29] entrants to ITT were male.

5.6   80.4% of the sample reported that they were from a White British background, a slightly higher proportion of trainees than the general population of postgraduate trainees: census findings (ibid.) show that 15% of postgraduate trainees were from a Black or Minority Ethnic (BME) background.

5.7   In contrast to the data obtained by the School Workforce Census (2016) where only 0.5% of teachers were reported to have a disability, 16% of the survey respondents reported some type of disability, long-term illness or health condition. However, the census figure (ibid.,) was based on incomplete data – information on disability was not obtained by schools for 50% of teachers. 9% of postgraduate new entrants were reported to have a disability in trainee census data.

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[26] N=65 did not answer this question.
[27] Other responses were: Cognitive disability – e.g. brain injury, autism, attention deficit hyperactivity disorder or Asperger's syndrome (n=5); Mobility – e.g. difficulty walking short distances or climbing stairs (n=2); Ankylosing Spondylitis (n=1); CF gene carrier (n=1); Dyslexia and depression (n=1); Fractures of spine and leg (n=1); Severe juvenile arthritis; (n=1) Deaf or hearing loss (n=1); and Manual dexterity (n=1).
[28] Department of Education and National college for teaching and Leadership (2015)
[29] Data is based on entrants taking postgraduate routes that form the majority of entrants: 27,229 entrants, vs. 5,195 entrants to undergraduate training.

5.8   As would be expected among a sample of new teachers, the age profile of the respondents was lower than the general school workforce.

Background Information

5.9   The most common route into the teaching profession was via a Postgraduate Certificate in Education (PGCE) at 57.3% (n=193) of respondents. The next most common was School Direct Training Programme at 16.3% (n=55).'Teach First' was the least common at 2.4% (n=8).

Table 3: Respondents' Route into Teaching Profession (n=337)

Routes into the Teaching Profession	Number of Respondents	Percentage of total number of respondents (%)
Postgraduate Certificate in Education (PGCE)	193	57.3
School Direct Training Programme	55	16.3
Undergraduate QTS routes	37	11
School-Centred Initial Teacher Training (SCITT)	31	9.2
Other[30]	13	3.9
Teach First	8	2.4

5.10   Most respondents completed or were in the process of competing their induction (or if they were unqualified, the type of school they were most recently at) at 'Community/Local Authority' (47%; n=159) or 'Academy' (41.7%; n=141) schools. The next most frequent type of school was 'Voluntary aided or voluntary controlled'. Table 4 displays the breakdown of respondents' type of school.

Table 4: Respondents' Type of School (n=338)

Type of School	Number of Respondents	Percentage of total number of respondents (%)
Community/Local Authority	159	47
Academy	141	41.7
Voluntary aided or voluntary controlled	15	4.4
Independent	9	2.7

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[30] Other responses were: Assessment Only Route (n=4); Postgraduate Diploma in Education (PGDE) (n=4); School Direct Training Programme qualifying with PGCE (n=3); Graduate Teacher Programme (n=1); and EEA National qualifications transfer (n=1).

Other[31]	7	2.1
Free	3	0.9
Special School	3	0.9
Foundation	1	0.3

5.11 Respondents were drawn from regions across England. The most represented area was the South East (20%; n=65) followed by the North West (16.3%; n=53) and the West Midlands (14.8%; n=48). The North East (4.3%; n=14), London (6.2%; n=20), and the East of England (6.5%; n=21) were the least represented. Figure 1 displays the breakdown of respondents' school in which they respective have been/are completing their induction or have been working at during the last 12 months. The lighter shading indicates low numbers of respondents from the area while the darker shading indicates high numbers of respondents from the area.

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[31] Other includes: A combination of one of the above types with a pupil referral unit (n=2); Adult and Community Education (n=1); Did not have an induction year (n=1); FE Sixth Form college (n=1); Post 16 college (n=1); and Combination Independent school and State school (n=1).

Figure 1: Regional Breakdown of Represented Schools by Number of Respondents per areas, as well as Number of Respondents as a Percentage of the Total Number of Respondents (n=325)

North East
n=14; 4.3%

North West
n=53; 16.3%

Yorkshire and the Humber
n=36; 11.1%

East Midlands
n=29; 8.9%

East of England
n=21; 6.5%

West Midlands
n=48; 14.8%

London
n=20; 6.2%

South West
n=35; 10.8%

South East
n=65; 20%

Unsure/Don't know/N/A
n=4; 1.2%
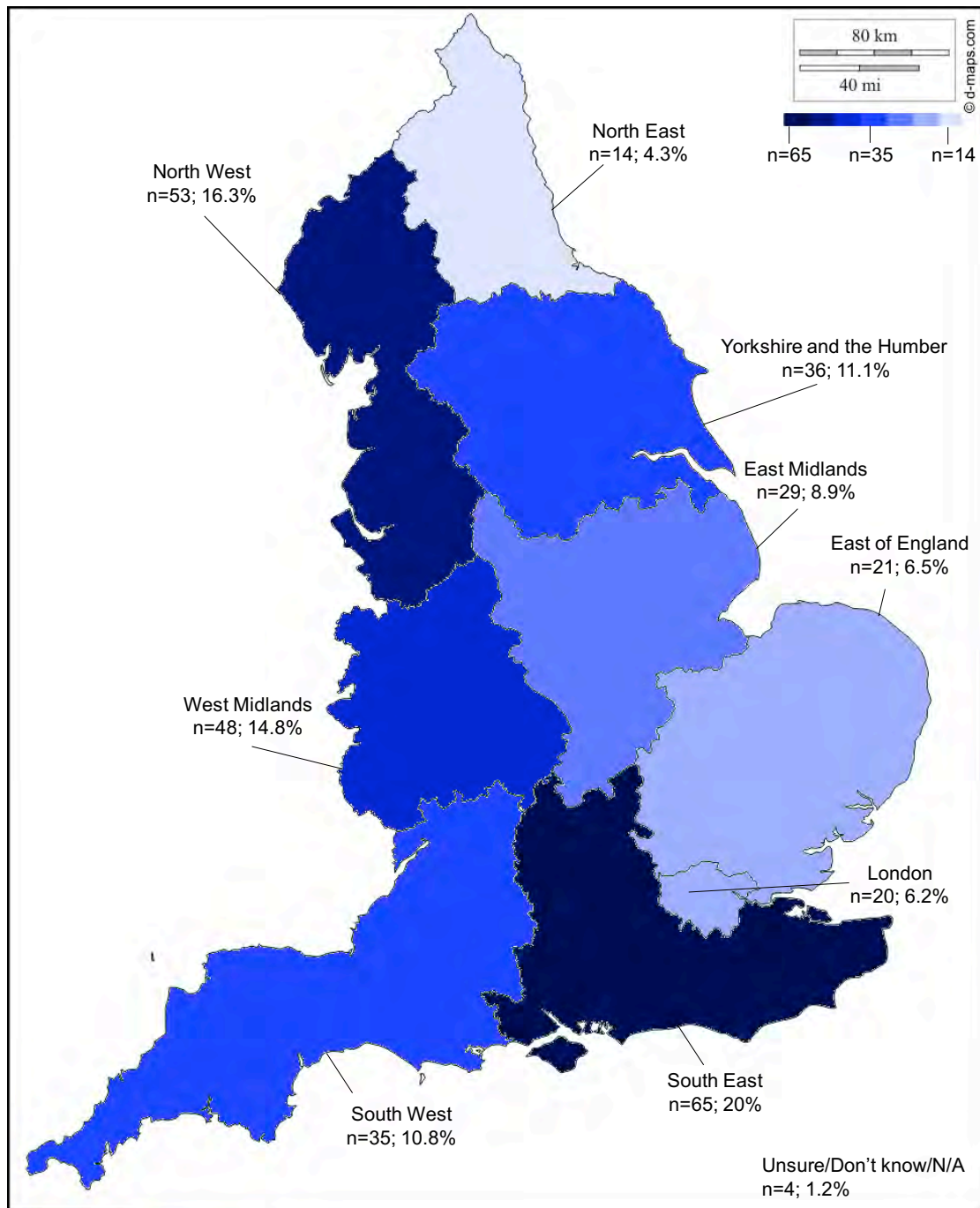
5.12 Nearly two thirds worked in schools that were rated 'Good' (65.9%, n=222) on overall effectiveness at their last Ofsted inspection. 16.3% (n=55) worked in schools rated as 'Outstanding'; 11.6% (n=39) as required improvement; and 4.2% (n=14) as inadequate[32].

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[32] 2.1% (n=7) of respondents were 'N/A/Unsure/Other'. N=3 did not answer this question.

5.13	When asked how much of their teaching time is spent teaching the subject(s) in which they trained while gaining QTS/which are their specialist subjects, the most common answer was 'All' their time (35%; n=117) followed closely by 'N/A – I teach at a primary school' (34.1%; n=114). 13.5% (n=46) of respondents spent three quarters of their time doing so; 7.5% (n=25) spent half their time; 1.2% (n=4) spent a quarter of their time; and 4.2% (n=14) spent none of their time. A minority taught a year-group rather than individual subjects (1.5%; n=5)[33].

5.14	For those that are being asked to teach in subjects that they were not trained in (n=89), two fifths (41.6%, n=37) of respondents did not feel supported by their school; but nearly as many (38.2%, n=34) did. 13.5% (n=12) were unsure[34].

Induction/first year experiences

Satisfaction with induction

5.15	Most respondents were moderately (39.5%; n=122) or very (27.5%; n=85) satisfied with their overall experience during their induction period/first year of teaching. A few were completely satisfied (11.7%; n=36). 12.3% (n=38) were a little satisfied and 8.4% (n=26) were not at all satisfied[35]. Figure 2 highlights these findings.

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[33] 2.7% (n=9) of respondents were 'N/A/Unsure/Other'. N=6 did not answer this question.
[34] 6.7% (n=6) indicated the question was not applicable.
[35] 0.6% (n=2) were 'N/A/Unsure/Other'. N=31 did not answer this question.

Figure 2: Respondents' satisfaction with induction period/first year of teaching (n=309)
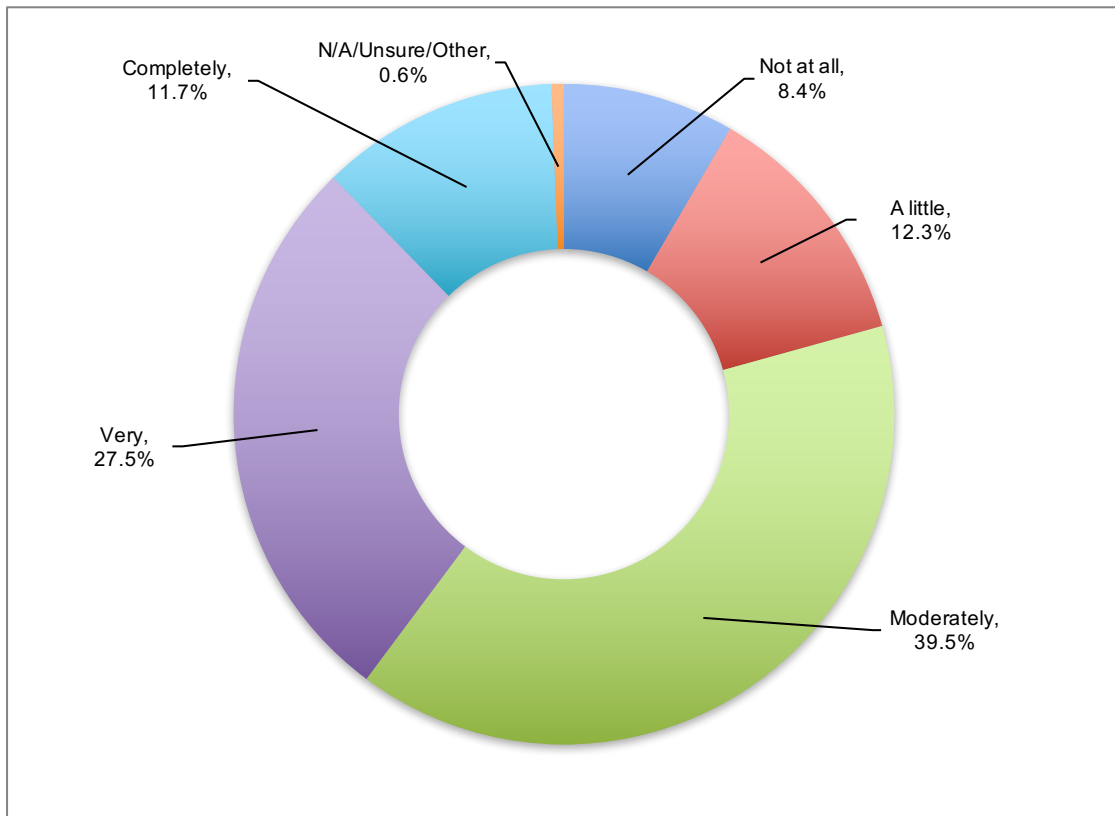
5.16 Unsurprisingly those who expected to remain in teaching for longer had much higher levels of satisfaction with their overall experience during their induction period/first year of teaching[36]. Again, unsurprisingly, those who had already left teaching reported considerably higher levels of dissatisfaction with their experience during induction[37].

5.17 In explaining why they were more or less satisfied, those that were more satisfied referenced excellent mentoring and involved heads of departments, as well as being on some sort of development plan. For example:

> *I have a supportive school despite the workload and stress. They have* [sic] *enabled me to become more confident.*
>
> *The training had complimented my continual growth as a teacher and the support network around is fantastic.*

5.18 Those that were less satisfied listed reasons such as inconsistent or biased mentoring (if they had a mentor at all), cancelling of sessions, feeling undervalued, not being properly taught how to do things (so

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[36] 21.1%, n=8 of those likely to remain for '5 to 10 years', 29.2%, n=7 of 'over 10 years' and 23.3%, n=10 of 'whole career' were 'completely' satisfied. Compared with 1.9%, n=1 of 'less than 3 years' and 5.7%, n=2 of 'more than 3 and less than 5 years'.
[37] 45.5%, n=5 were 'not at all' satisfied compared with between 0% and 14.8% for all other durations likely to remain teaching.

there is little chance of meeting expectations), issues with time management, teaching non-specialist subjects, loneliness and isolation, and a lack of training specifically on how to manage bullying directed at NQTs. For example:

> *Designated teachers for supporting induction are often unavailable for support when required, or are often too busy to offer adequate support.*

> *Only met with a mentor after 3 observations (up to Feb half term). Had no weekly meetings with a mentor. Was undermined by the headteacher in front of my class and given challenging pupils to deal with. Had very little TA support even had pupils working 2 years below the expected level. Lack of CPD and support for development. Felt very isolated with a lack of advice in situations.*

> *Felt like I was being asked to do things but not shown how to do it. Just left to it and then pressurised for not doing it.*

> *Felt like most of it was spent marking work, attending internal cpd sessions for NQTs and not enough time planning and learning how to teach, plan better.*

> *Low staff morale. A difficult time in teaching as lots of older experienced staff members were leaving the profession. Many qualified teachers expressed the change in teaching over time (not for the better). It made me doubt my decision to become a teacher. I was covering classes as an untrained, unqualified teacher because of school's low budget and not wanting to pay for a supply cover.*

Manageability of workload

5.19   Respondents were asked to indicate how manageable they found their current workload, on a scale of 1 to 5, where 1 is completely unmanageable and 5 is completely manageable. Over two fifths of the respondents struggled with their workload (43.7%, n=135 rated it as '1' or '2'). A third were neutral (35%; n=108 rated it as '3'). Only a fifth felt it was under control (20.4%, n=63 rated it as '4' or '5')[38]. Figure 3 provides the full breakdown.

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[38] 1% (n=3) were 'N/A/Unsure/Other'. N=31 did not answer this question.

Figure 3: How Manageable Respondents Found Their Current Workloads (n=309)
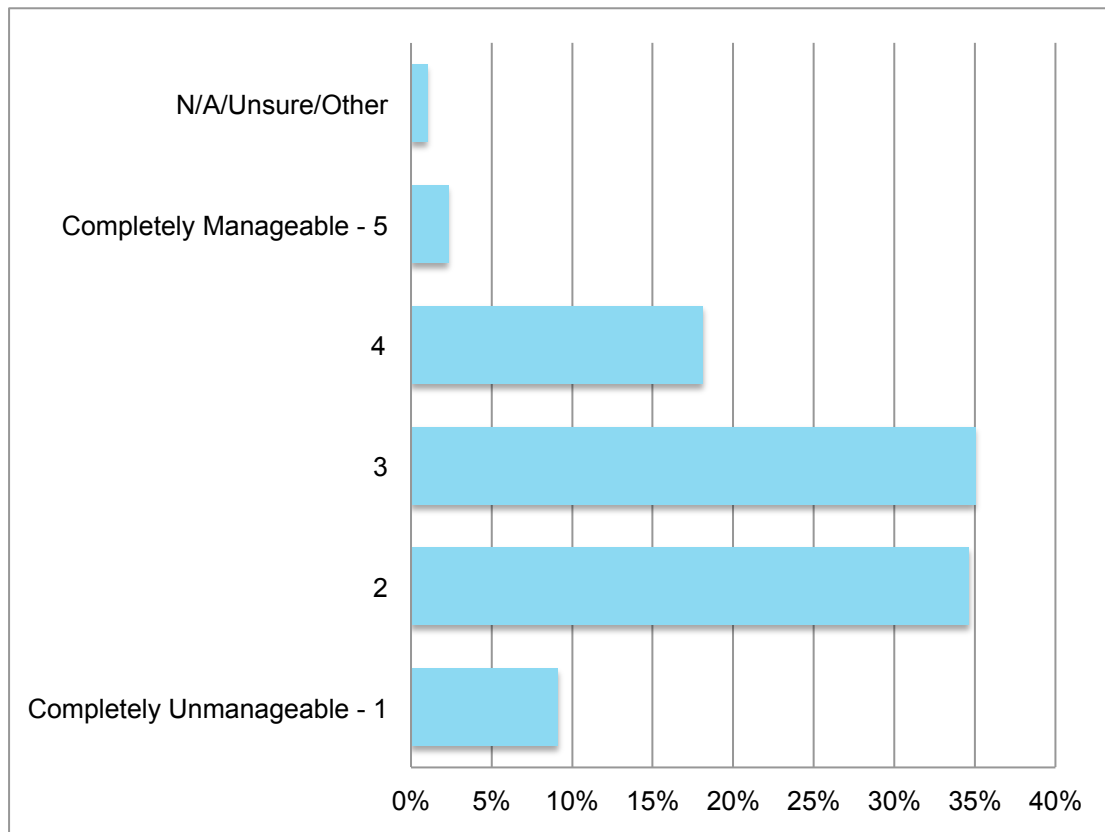
5.20   Those who have left teaching (27.3%, n=3) and those likely to remain teaching for less than 3 years (20.4%, n=11) struggled the most with managing the workload (rated as 'Completely unmanageable')[39].

5.21   In explaining their workload, respondents most often cited marking as the most unmanageable aspect, with the burden often resulting in them losing family/home life. Other elements of the workload included parental contact, behavioural issues, and volunteering time after school:

>   *I work 60 hours a week, every week, just to keep on top of things. My family take second place and I feel very resentful of my job at times. There is constantly new initiatives being tried at school, but little monitoring to reassure us we are doing things right.*

>   *As a young teacher with no other commitments I can currently afford to be marking at home until 10pm and planning for one full day each weekend (working roughly 14 hour days/ 6 day weeks). However, when I move into a house of my own and*

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[39] Compared with 5.7%, n=2 of those likely to remain for 'more than 3, less than 5 years', 2.6%, n=1 of '5 to 10 years', 0% of 'over 10 years', and 0% of 'whole career'.

have more responsibilities/ when I start a family of my own, this is an unrealistic life to live.

Some colleagues aren't aware of which classes we're responsible for: one colleague who only teaches eight ks3 students wondered why I couldn't help with year 10 assessment marking. I was too busy marking the tests of my 120 ks3 students. I felt the marking expectations should be altered to take this into account.

I am paid for 37 hours a week but regularly do more than 50-70.

I'm always left with a choice of either marking books or planning good lessons but not both at the same time without sacrificing personal life.

5.22 In total, a quarter of respondents felt they currently lack support (25.9%, n=80 were only 'slightly' or 'not at all' supported[40]). Most respondents felt moderately (37.7%; n=116) or very (24.4%; n=75) supported during this year, and 11% (n=34) felt completely supported[41].

5.23 Over half of the respondents (59.2%; n=183) felt that their confidence in their teaching ability increased during their induction period/in the last 12 months. A quarter (25.2%; n=78) found their confidence decreased, and 14.9% (n=46) found it stayed about the same. 0.6% (n=2) were 'N/A/Unsure/Other'[42]

Career satisfaction

Intention to remain in teaching

5.24 When asked how much longer respondents expected to remain in the teaching profession, more than a quarter were 'unsure' (28.5%, n=83. Nearly a fifth thought they would remain for less than 3 years (18.6%, n=54) and only 14.8% (n=43) thought they would be a teacher for their whole working career. Notably some respondents had already left teaching (3.8%; n=11). Table 5 breaks down the responses.

Table 5: Length of Time Respondents Expected to Remain in Teaching (n=291)

Length of Time	Number of Respondents	Percentage of total number of respondents (%)
Less than 3 years	54	18.6
More than 3 years, less than 5 years	35	12
5-10 years	38	13

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[40] 18.8% (n=58) felt slightly supported and 7.1% (n=22) did not feel supported at all.
[41] 1% (n=3) were 'N/A/Unsure/Other'. N=32 did not answer this question.
[42] N=31 did not answer this question.

Over 10 years	24	8.2
Whole Career	43	14.8
Unsure	83	28.5
I have left teaching	11	3.8
N/A/Other	3	1

Control over career

5.25   Respondents were asked to indicate how in control of their teaching career they felt, on a scale of 1 to 5, where 1 is completely in control and 5 is not at all in control. Just over a third of respondents felt that they lacked control (36.7%, n=109 rated '4' or '5'), and the same number were neutral (36.7%, n=109 rated '3'). Less than a quarter (22.9%, n=68 rated '1' or '2') felt they were in control[43]. Figure 4 highlights the findings from this scale.

Figure 4: Respondents' Feeling of Control Over Their Teaching Career (n=297)
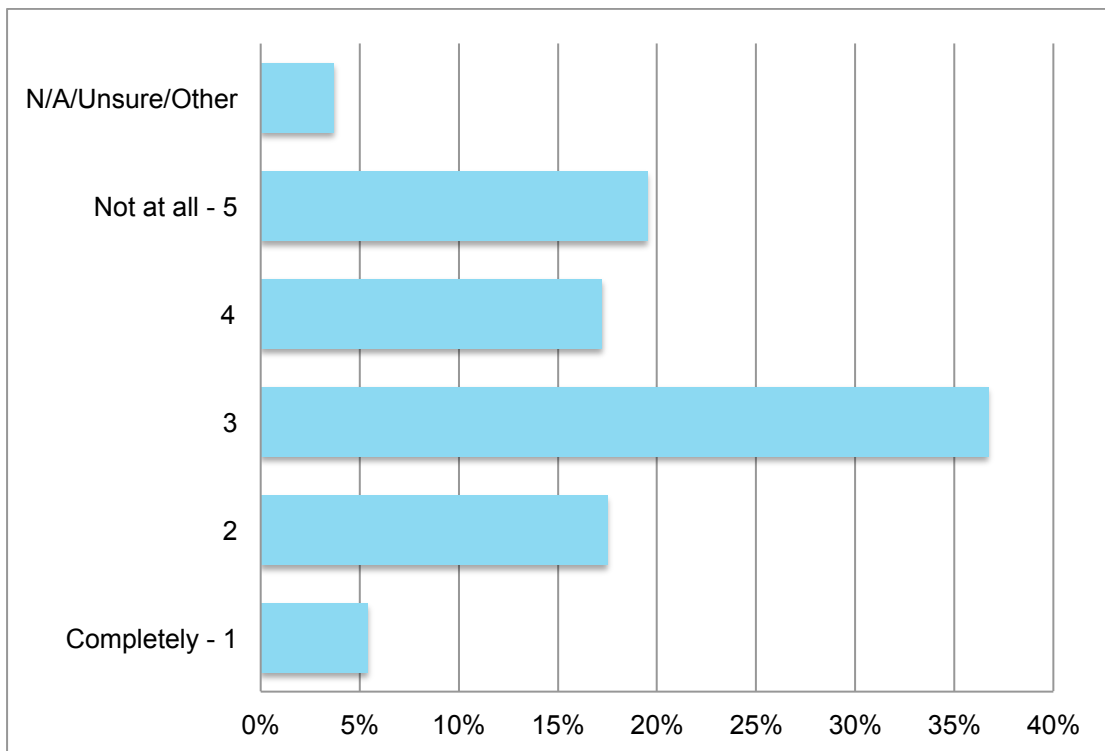
5.26   Further, respondents expecting to leave teaching relatively soon felt much less in control of their teaching career than those who expected to stay in teaching for a long time[44].

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[43] 3.7% (n=11) were 'N/A/Unsure/Other'. N=43 did not answer this question.
[44] 44.4%, n=24 of those likely to remain for 'less than 3 years' and 22.9%, n=8 of 'more than 3, less than 5 years' felt 'not at all' in control. Compared with 7.9%, n=3 of '5 to 10 years', 4.2%, n=1 of 'over 10 years' and 11.6%, n=5 of 'whole career'.

5.27 In explaining why they felt this way, respondents who did feel in control referenced being able to move around because their subject was in demand, working at an empowering school, feeling settled, having a career plan, and an ability to get promoted quickly because of the rapid turnover. Those who did not feel in control referenced feeling burnt out, the many policies changes from government and heads of departments, not feeling they have a voice, pay issues, discrimination, bullying, feelings of not being able to advance, unsustainable workload, and no job security (no permanent positions). For example:

> *Being threatened with 'capability' for voicing my concerns over workload and insane requirements.*

> *Head teacher and deputy head now do our planning with us, the head teaches 12 year 2's from the two mixed classes for maths (one class being mine). No control or say or idea about what these year 2s are learning in maths now. Deputy sits with myself and my colleague to plan year 1 maths. I feel like I get told and it is done for me instead of being supported and learning myself.*

> *I can see other more senior teachers less capable than myself and others being promoted; this gives me less hope for the future that I could be promoted, even if it is deserved. I also hear from others who do deserve to be promoted who have become disillusioned with their job roles and responsibilities because they are not being allowed to do their jobs as a result of senior management meddling in things that already work.*

> *My school are demonising us as staff and have introduced a new pay policy which makes it hard for us to progress and easy for them to penalise staff at any point. A sufficient behaviour policy has not always been evident and morale is very low.*

> *No time to research and keep ahead of changing policy, embed good & inspiring teaching practice, using TA effectively (as they are up to throats in physical paper work roles). Often I feel like I do not have space (especially out of work time where paperwork demands continue) so don't think I am fresh with my teaching and consistently stuck in cycle of planning from scratch, discussing ideas in a weekly meeting that is not fruitful as it is opinion based, late planning from team on Sunday mid night for the week starting the next day!*

Expectations of salary and promotion

5.28 More than three quarters of respondents (77.9%; n=232) did not feel that their salary as a newly qualified teacher/new teacher was fair based on their current workload. Only 15.4% (n=46) felt it was fair[45].

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[45] 6.7% (n=20) were 'N/A/Unsure/Other'. N=42 did not answer this question.

5.29　The majority of those who felt it was fair referenced being promoted early (and thereby having a pay increase). For most respondents, however, the primary reason for their salary not being fair is that it does not take into account the actual number of hours they work. If it did, the overwhelming majority felt they would be paid less than minimum wage. Other reasons for salary not being fair included no accounting for previous skill and no financial benefit for having more GCSE classes. Examples include:

> *After totalling my hours I actually work, I was below the minimum wage and currently can't afford my own home so live with parent.*

> *The level of responsibility and workload mean that the pay is embarrassingly inadequate.*

> *I have often felt like I could work in a sweatshop in China and be happier because I wouldn't work as much. After tax I earn just £100 pounds more than my uneducated father who works in a factory as a labourer. Four years of studying and thousands in debt to student loans and it seems like I might have been better off without this qualification/career.*

> *I had a previous career in the police and was a qualified sergeant earning £32,000. I paid for my teacher training qualification and worked in a school for a year as a trainee teacher - I began life as an NQT on Point 2. No accreditation for my previous skills - very disappointing.*

5.30　Interestingly, when asked if this pay met their expectations prior to joining the profession, 47.3% (n=140) of the respondents said they expected more, but slightly more, 48% (n=142) expected to be paid about what they are. 3.1% (n=5) expected less pay[46]. Clearly pay is not meeting the expectations of nearly half the sample, but even where it is, teachers largely view the pay as not reflecting the number of hours they actually work. Figure 5 depicts these two issues side by side.

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[46] 1.7% (n=5) were 'N/A/Unsure/Other'. N=44 did not answer this question.

Figure 5: Salary Fairness[47] (n=298) and Pay Expectations[48] (n=296)
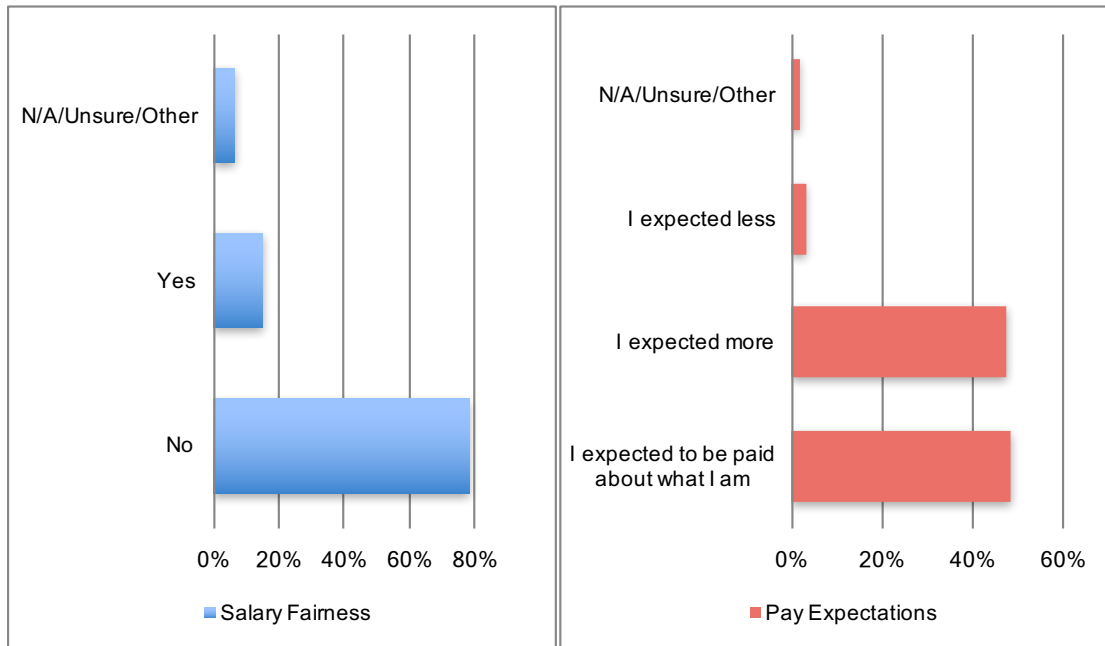
5.31 Although respondents who expected to remain in teaching for longer were more likely to indicate that the pay was as they expected[49] it was interesting that the majority of those who had left teaching reported being paid what they expected to be (72.7%, n=8), and this was higher than for all other durations that respondents expected to remain in teaching. This would suggest that while pay expectations do affect new teachers views on how long they will remain in the profession, it was not a key cause of those who had already left. This suggests that it is other factors that result in a very early decision to leave the profession.

5.32 Respondents were asked to indicate how important it is for them to take on a management position during their teaching career, on a scale of 1 to 5, where 1 is completely unimportant and 5 is very important. For nearly two fifths (39.6%, n=118 rated as '1' or '2') this was not essential, but for nearly a third (29.2%, n=87 rated as '4' or '5') it was. A quarter were neutral (25.8%; n=77 rated as '3')[50]. Notably, taking up a management position was rated more important, the longer the respondent expected to stay in teaching[51].

Impact of pupil behaviour

5.33 Nearly three quarters of respondents (73.1%, n=217) stated that poor pupil behaviour affects their career satisfaction although this was less

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[47] Responses to: 'Is your salary fair based on the workload you experienced during the last 12 months?'
[48] Responses to: 'Did this pay meet the expectations you had prior to joining the profession?'
[49] 37%, n=20 of those likely to remain for 'less than 3 years' expected to be paid 'about what I am', 38.2%, n=13 of 'more than 3, less than 5 years', 40.5%, n=15 of '5 to 10 years', 45.8%, n=11 of 'over 10 years' and 55.8%, n=24 of 'whole career'.
[50] 5.4% (n=16) were 'N/A/Unsure/Other'. N=42 did not answer this question.
[51] 22.2%, n=12 of those likely to remain for 'less than 3 years' rated as either '4' or '5 very important', 22.8%, n=8 of 'more than 3, less than 5 years', 34.3%, n=13 of '5 to 10 years', 37.5%, n=9 of 'over 10 years' and 46.5%, n=20 of 'whole career'.

so for respondents teaching primary years (66.2%, n=92) than secondary (79.9%, n=123). More than a fifth of respondents (22.6%, n=67) found poor pupil behaviour did not affect their career satisfaction[52].

Emotions towards teaching

5.34   In regard to teaching respondents were asked to rate both: positive feelings - satisfaction, happiness and confidence; and negative feelings - stress, anxiety, and fearfulness. The rating was: 'Not At All'; 'Slightly'; 'Moderately'; 'Very'; or 'Completely'. Respondents felt stress and anxiety to a 'Very' or 'Completely' extent more than any other emotion.

5.35   Typically, the negative emotions were more highly felt than the positive emotions. 'Stress' and 'anxiety' were most acute, 'fearful' less so. For each of the positive emotions, mainly 'moderate' feelings were held. Figure 6 breakdowns the findings by emotion in full.

Figure 6: Extent of Feelings (Stress, Anxiety, Fearful, Satisfaction, Confidence and Happiness) In Regard to Teaching (n=297-298)
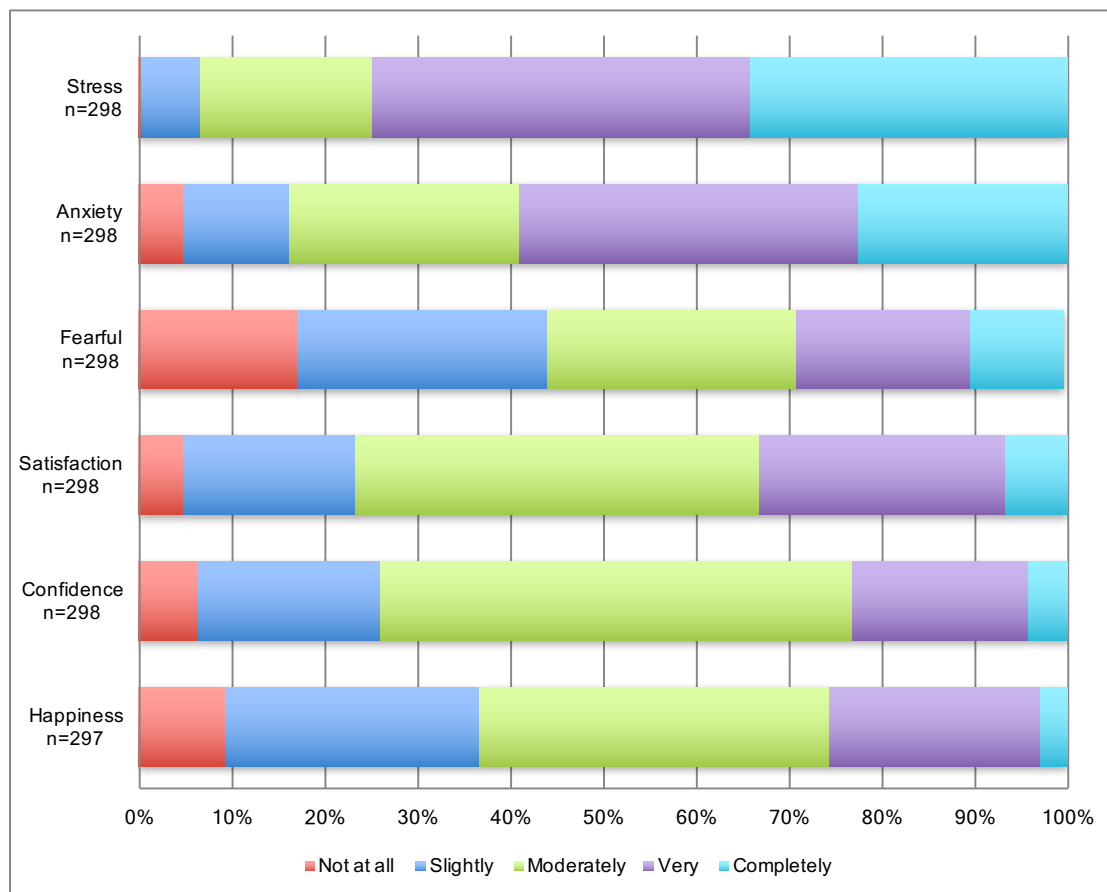
5.36   Unsurprisingly, the emotions felt towards teaching, differed by the length of time respondents expected to remain in teaching. Those likely

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[52] 4.4% (n=13) were 'N/A/Unsure/Other'. N=43 did not answer this question. For this question total n=297.

to remain for longer reported feeling satisfaction[53], happiness[54], and confidence[55] to a more complete extent. Similarly, those expecting to stay for longer were less likely to feel stress[56], anxiety[57], and fearful[58].

Professional development and investment

Training

5.37 Over a third of respondents felt that investment in them through professional development and support was 'moderate' (34.4%; n=100). Over a fifth (22.3%, n=65) felt they were 'slightly' invested in and 12% (n=35) felt they were 'not at all' invested in – and this was more common among those expecting to only stay in teaching in the short term[59]. 18.9% (n=55) of respondents felt they were 'significantly' invested in and 9.6% (n=28) felt they were 'completely' invested in[60].

5.38 Just under a quarter of respondents respectively either felt that their school 'slightly' (22.3%; n=65), 'moderately' (24.4%; n=71), or 'significantly' (24.7%; n=72) fostered an atmosphere where people could share effective practice. 16.8% (n=49) felt that their school 'completely' fostered this atmosphere; whereas, 11% (n=32) felt that their school did 'not at all'[61].

5.39 In terms of how well trained respondents felt they were on their school's policies related to bullying, health and safety, equal opportunities, special educational needs, harassment, and sickness absence, approximately a third of respondents collectively felt either 'Not at all' or 'Somewhat' trained. Approximately a quarter felt collectively either 'Moderately' or 'Very Well' trained. The exception was harassment and sickness and absence policies, where over half of respondents collectively felt either 'Not at all" or 'Somewhat' trained. In fact, a third of respondents (33.9%; n=99) felt 'Not at All' trained on harassment.

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[53] 20.9%, n=9 of those expecting to remain in teaching 'whole career' and 20.8%, n=5 of 'over 10 years' rated feeling 'completely' satisfied. Compared with 2.6%, n=1 of '5 to 10 years', 0% of 'more than 3, less than 5 years', and 0% of 'less than 3 years'.

[54] 11.6%, n=5 of those expecting to remain in teaching 'whole career' and 8.3%, n=2 of 'over 10 years' rated feeling 'completely' happy. Compared with 2.6%, n=1 of '5 to 10 years', 0% of 'more than 3, less than 5 years', and 0% of 'less than 3 years'.

[55] 14%, n=6 of those expecting to remain in teaching 'whole career' and 8.3%, n=2 of 'over 10 years' rated feeling 'completely' confident. Compared with 5.3%, n=2 of '5 to 10 years', 0% of 'more than 3, less than 5 years', and 1.9%, n=1 of 'less than 3 years'.

[56] 96.3%, n=52 of those expecting to remain in teaching 'less than 3 years' rated feeling either '4' or '5 completely' stressed. Compared with 85.7%, n=30 of 'more than 3, less than 5 years', 78.9%, n=30 of '5 to 10 years', 50%, n=12 of 'over 10 years', and 48.8%, n=21 of 'whole career'.

[57] 87.1%, n=47 of those expecting to remain in teaching 'less than 3 years' rated feeling either '4' or '5 completely' anxious. Compared with 77.2%, n=27 of 'more than 3, less than 5 years', 60.6%, n=23 of '5 to 10 years', 16.7%, n=4 of 'over 10 years', and 27.9%, n=12 of 'whole career'.

[58] 48.2%, n=26 of those expecting to remain in teaching 'less than 3 years' rated feeling either '4' or '5 completely' fearful. Compared with 40%, n=14 of 'more than 3, less than 5 years', 23.7%, n=9 of '5 to 10 years', 8.3%, n=2 of 'over 10 years', and 11.7%, n=5 of 'whole career'.

[59] 50%, n=27 of those expecting to remain in teaching 'less than 3 years', and 40%, n=14 of 'more than 3, less than 5 years' rated feeling either 'not at all' or 'slightly' invested in. Compared with, 22.2%, n=8 of '5 to 10 years', 21.7%, n=5 of 'over 10 years', and 26.1%, n=11 of 'whole career'.

[60] 1.4% (n=4) were 'Unsure' and 1.4% (n=4) were 'N/A/Other'. N=49 did not answer this question.

[61] 0.7% (n=2) were 'N/A/Unsure/Other'. N=49 did not answer this question.

5.40 Health and safety policies had the highest frequency of respondents feeling 'Fully' trained (14%; n=41); otherwise, less than 10% of respondents felt fully trained across the respective policies. This clearly highlights a gap in training on school policies, wherein the emphasis appears to be on bullying, health and safety, equal opportunities, and special educational needs and less on harassment and sickness absence. Figure 7 highlights the differences in how well trained respondents felt on their school's policies.

Figure 7: How Well Trained Respondents Felt On Their Schools Policies (Bullying, Health and Safety, Equal Opportunities, Special Educational Needs, Harassment, and Sickness and Absence) (n=291-292)
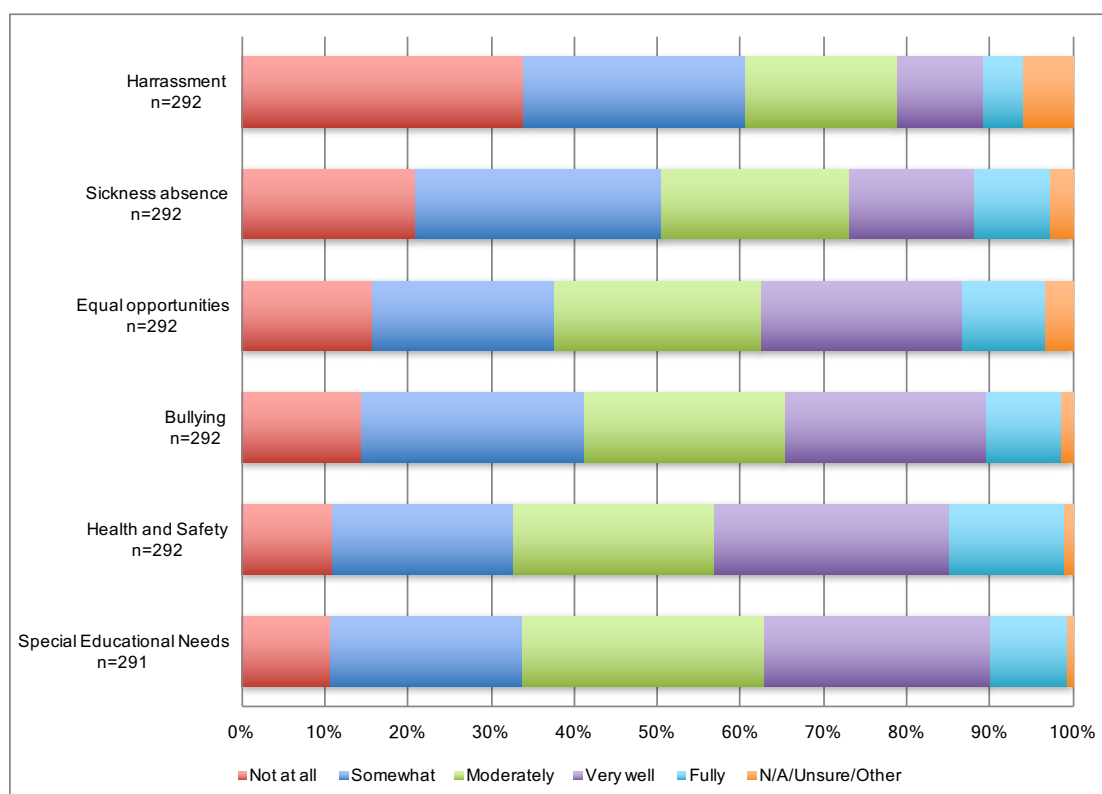
5.41 When queried how they felt about their training and support to meet the needs of students with special educational needs, there was a fairly even split across the four answer options: those that felt training was adequate but not supported (27%, n=79); those that felt supported but training was inadequate (23.2%, n=68); those that felt both well trained an supported (22.9%, n=67); and those that felt neither training nor support was sufficient (21.8%, n=64)[62.]

5.42 Respondents highlighted additional training that would be beneficial. Most often cited was a need for special educational needs training – specifically general training, how to identify these students, how to integrate these students better into the classroom, and designing interventions for these students. Training related to Autism and

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[62] 5.1% (n=15) were 'N/A/Unsure/Other'. N=47 did not answer this question.

Dyslexia was most often referenced. The next most cited type of training was that related to students where English is an additional language (EAL). Mental Health awareness was also highly cited, with the purpose of enabling identification (e.g. students with anxiety) and developing skills on how to support these students effectively. Other types of training that would have been of benefit included: behaviour management, curriculum mastery, self-care, first aid, and how to cope with having a digital classroom where everything is shared online.

Time spent on support

5.43 The survey sought opinion on how appropriate the level of time was spent on induction support, mentoring and continuous professional development (CPD). The findings were very consistent across the three types. Typically around two fifth of respondents thought time spent on each of these elements was 'enough' but notably just over a third thought the time allotted to each was 'not enough'. Interestingly some new teachers reported experiencing too much input of this type, although the numbers were low. Table 6 provides the full breakdown.

Table 6: Time spent on Induction Support, Mentoring and CPD

Time spent	Induction Support (n=290)	Mentoring (n=289)	CPD (n=290)
Far too much	0	0.7%, n=2	1.4%, n=4
Slightly too much	1%, n=3	1.4%, n=4	4.2%, n=12
Enough	41%, n=119	40.5%, n=117	36.5%, n=105
Nearly enough	12.1%, n=35	13.1%, n=38	17.4%, n=50
Not enough	35.2%, n=102	36.7%, n=106	35.1%, n=101
N/A/Unsure/Other	10.7%, n=31	7.6%, n=22	5.6%, n=16

Behavioural issues in the classroom

Impact of behavioural issues

5.44 Experiences of poor pupil behaviour in the classroom were commonplace, with just over 65% of respondents reporting this arose hourly (20.9%; n=71) or daily (40.1%; n=114). Under a quarter (22.5%, n=64) experienced it weekly. 12% had it arising less than weekly: 4.6% (n=13) fortnightly; 1.1% (n=3) monthly; and 6.3% (n=18) rarely[63]. Figure 8 displays the results.

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[63] N=1 (0.4%) was 'N/A/Unsure/Other'. N=56 did not answer this question.

Figure 8: Frequency of Issues of Poor Pupil Behaviour in Respondents' Classrooms (n=284)
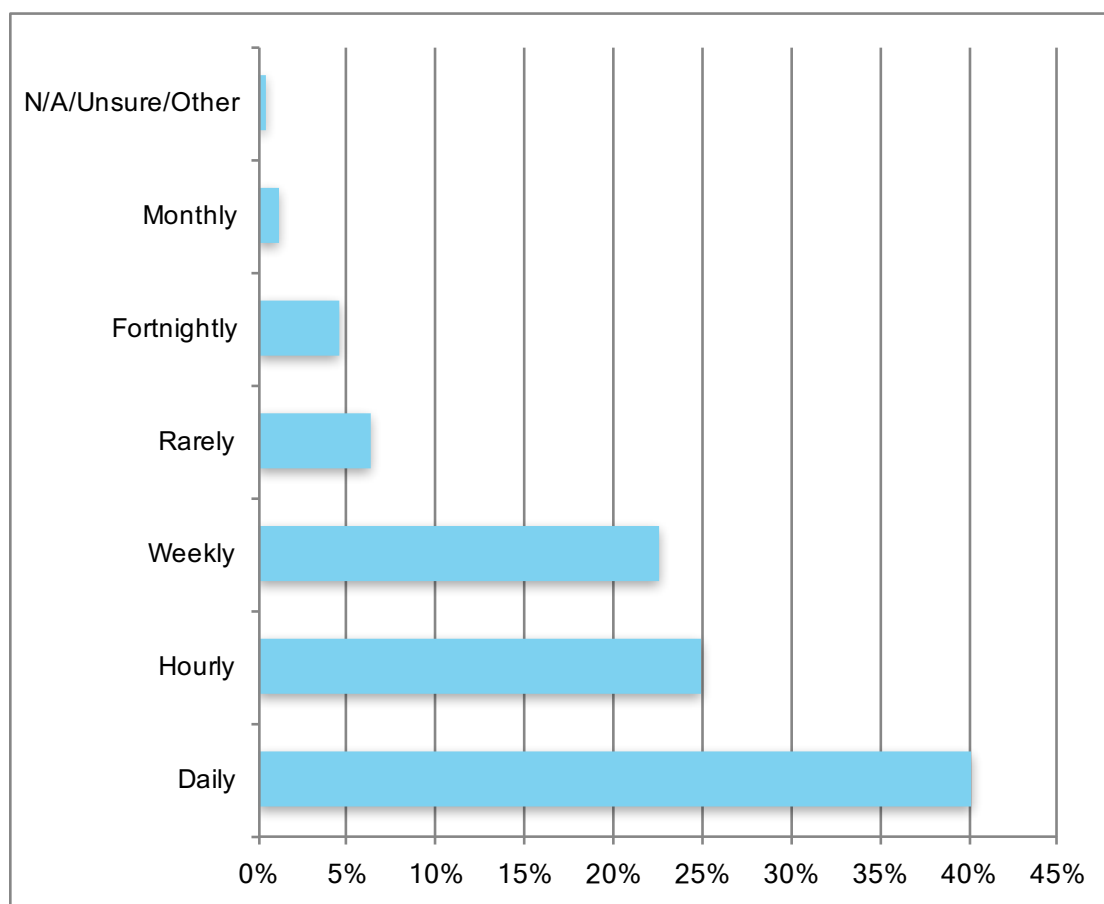
5.45   A range of types of poor pupil behaviour were experienced by new teachers. Most prevalent was persistent (77.9%, n=225) and occasional (62.6%, n=181) low-level indiscipline. Occasional verbal aggression was also relatively familiar to new teachers (56.4%, n=163). For a third of new teachers (35.6%, n=103) occasional physical violence was something they had to contend with. Table 7 below shows the breakdown of types of issues of poor pupil behaviour experienced by respondents.

Table 7: Frequency of Types of Issues of Poor Pupil Behaviour (n=289)

Length of Time	Number of Respondents	Percentage of total number of respondents
Persistent low-level indiscipline	225	77.9%
Occasional low-level indiscipline	181	62.6%
Occasional Verbal Aggression	163	56.4%
Occasional Physical Violence	103	35.6%
Persistent Verbal Aggression	41	14.2%
Occasional online abuse	29	10%

Persistent Physical Violence	18	6.2%
N/A/Unsure/Other	7	2.4%
Persistent online abuse	2	0.7%

5.46 More respondents indicated that they had had support from colleagues (66%; n=190) than their school's management team (41.7%; n=121) to deal with poor pupil behaviour. Indeed, more respondents felt that their school's management team had not provided them with this support (43.4%, n=126) than had. Table 8 provides the full findings.

Table 8: Whether Colleagues and SLT provided support to deal with poor pupil behaviour

Support received	Colleagues (n=288)	SLT (n=290)
Yes	66%, n=190	41.7%, n=121
No	21.5%, n=62	43.4%, n=126
Unsure	9.7%, n=28	12.1%, n=35
N/A/Other	2.8%, n=8	2.8%, n=8

5.47 A lack of support from management was more prevalent among respondents teaching secondary level (51.3%, n=77) than primary (35.6%, n=47). Meanwhile a lack of support from colleagues was more prevalent among respondents from 'Requires Improvement/ Inadequate' rated schools (36.4%, n=16) than 'Outstanding/Good' rated schools (18.5%, n=44).

5.48 Nearly half (48.1%; n=139) of the respondents stated that behavioural issues in their school had an impact on their desire to remain in the teaching profession. This was a greater issue for teachers of secondary level (59.3%, n=89) than primary (36.8%, n=50), and more commonly associated with those expecting to stay in the profession for shorter durations, than those expecting to stay the longest[64]. For almost two fifths of respondents (39.1%, n=113) behavioural issues had no impact on their desire to remain[65].

5.49 Of those respondents who reported behavioural issues in their school had an impact on their desire to remain in the teaching profession (n=139), the most frequently reported impact was that they would probably stop teaching sooner than anticipated (63%; n=87) and that they have considered alternative teaching posts (54.3%; n=57). The least common impact was 'I have resigned' – three respondents had

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[64] 57.7%, n=30 of those expecting to remain in teaching 'less than 3 years', 61.8%, n=21 of 'more than 3, less than 5 years' and 54.3%, n=19 of '5 to 10 years' indicated that behavior issues had an impact on their desire to remain. Whereas 61.9%, n=26 of 'whole career' and 60.9%, n=14 of 'over 10 years' indicated that behavior issues had NOT had an impact on their desire to remain.
[65] 10.4% (n=20) were 'Unsure' and 2.4% (n=7) were 'N/A/Other'. N=51 did not answer this question.

(2.2%) while nine respondents (6.5%) indicated an intention to within the next six months.

5.50 Figure 9 displays the results.

Figure 9: Impact of Behavioural Issues (n=139)
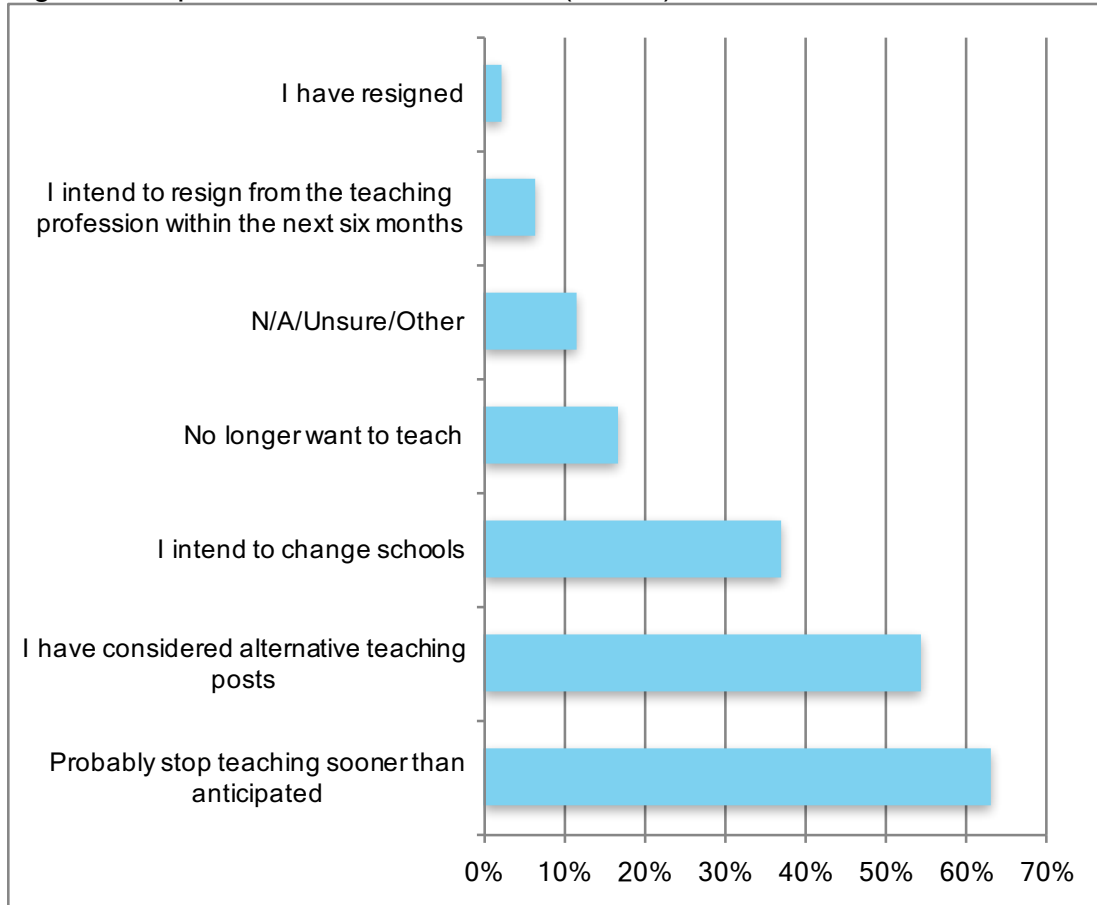
5.51 Other reasons for a change in respondents' desire to remain in the teaching profession included a general lack of support from school management teams, inconsiderate colleagues, a lack or not hopeful pay progression, stress and anxiety, feeling like a failure, and being made to feel worthless.

Managing behavioural issues

5.52 Encouragingly, two thirds (68.9%, n=195) of respondents stated that their ability to cope with poor pupil behaviour has increased in the last year. For 20.5% (n=58), their ability stayed the same. A minority of respondents (8.8%; n=25) reported that their ability decreased.[66]

5.53 Half of the respondents had had no training on dealing with poor pupil behaviour in the last 12 months (50.5%; n=143). However, just under half (46.3%; n=131) had had some form of this training.[67]

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[66] 1.8% (n=5) were 'N/A/Unsure/Other'. N=57 did not answer this question.
[67] 3.2% (n=9) of respondents were 'N/A/Unsure/Other'. N=57 did not answer this question.

5.54 Of those who had some form of training, the most helpful type of training was 'external training course run by NASUWT' with 50% (n=8) rating this 'very helpful'. This was, however, the least common type of training with only 16 respondents having undertaken it. 'Informal training from colleagues' was also highly helpful with 39% (n=46) of respondents finding this 'very helpful' (and this was the most commonplace with n=118 experiencing this type). The least helpful type of training was internal school training session with 23% (n=25) of respondents finding this unhelpful. Figure 10 highlights these findings.

Figure 10: Helpfulness of Types of Training (n=16-118)
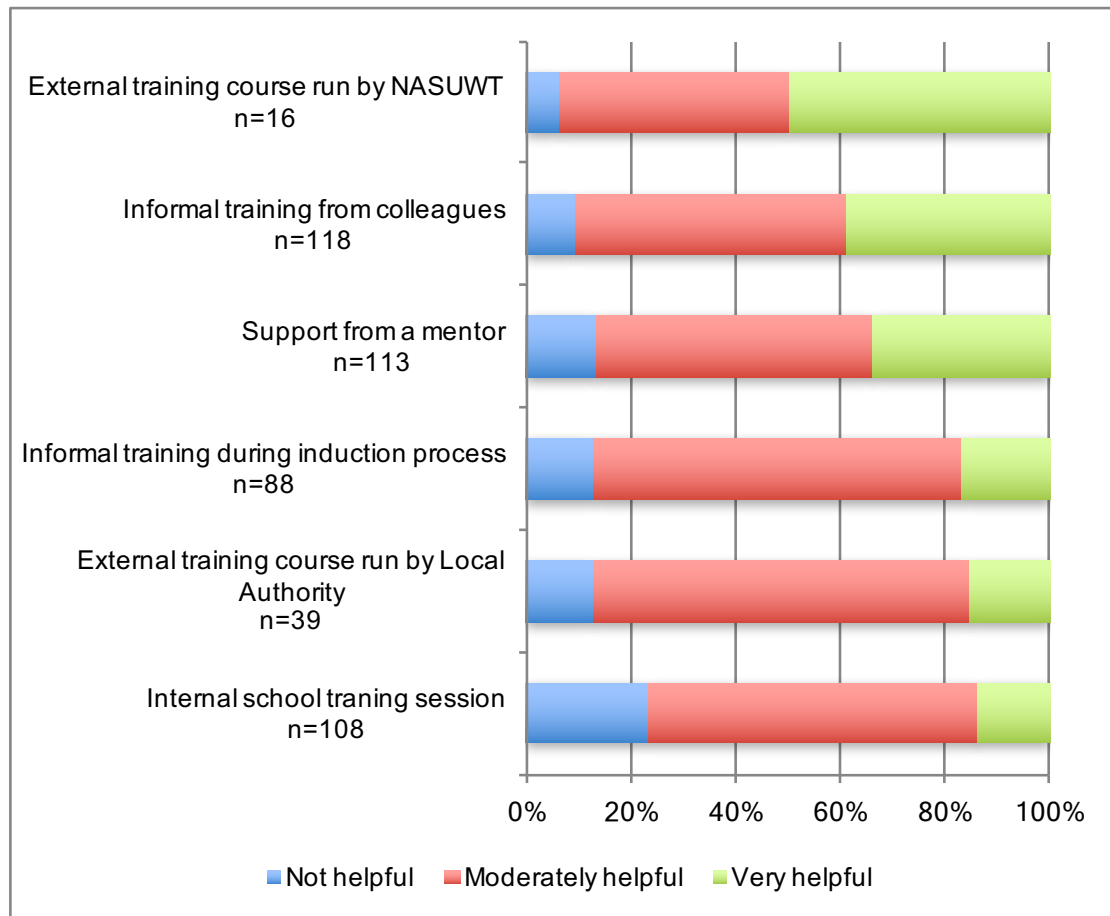
Teaching tasks and standards

Standards

5.55 Only two fifths of respondents (38.4%, n=106) found the induction standards beneficial to the development of their teaching skills during the last 12 months; nearly a third (29%, n=80) did not and a quarter (25.4%, n=70) were 'Unsure'. [68]

5.56 Feedback from respondents suggested that the typical reason induction standards were considered beneficial was to highlight what support is needed as well as the development trajectory:

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[68] 7.2% (n=20) were 'N/A/Other'. N=64 did not answer this question.

Gives you targets and breaks down what you should be doing. Allows weekly/termly targets to be focused on specific areas for your training and NQT year.

5.57 Reasons why they were not considered beneficial or 'Unsure' of their merit included adding extra paperwork, not knowing the standards, them focusing on the short-term and being disconnected from what really makes a good teacher, and just another list of expectations to meet:

I do not find the standards fully justify a teaching position within a school - I have known people who satisfy all of the criteria while generally being unable to teach an average class.

My mentors know what skills I need as a teacher. The teacher's standards are a good thing to have but it is the mentor's skill that is mostly useful for developing my skills

Used more as a rod to beat you with.

Confidence performing tasks

5.58 Relationship building related tasks were the ones that the respondents reported being the most confident in their abilities to perform. Half (50%, n=138) of respondents were 'fully' confident in their ability to form relationships with pupils and more than two fifths (43.8%, n=121) to do so with staff. Approximately 80% of respondents were more than moderately confident in their ability to form relationships. Respondents were also highly confident in their abilities to delivery lessons and plan lessons, as well as their level of specialist subject knowledge. Over 70% of respondents were more than moderately confident in their ability to perform these tasks.

5.59 Respondents were the least confident in their abilities to manage their workload, manage SEN pupils, and deliver non-specialist subjects. Over 70% of respondents were either moderately or less than moderately confident in their abilities to perform these tasks. Ability to manage workload (17.5%; n=48) and delivery of non-specialist subjects (15.1%; n=41) had the highest percentages of respondents that were 'not confident' in their abilities. Figure 11 highlights the respondents' confidence levels across all the teaching tasks.

Figure 11: Respondents' Confidence in Their Ability to Perform Teaching Tasks (n=272-276)
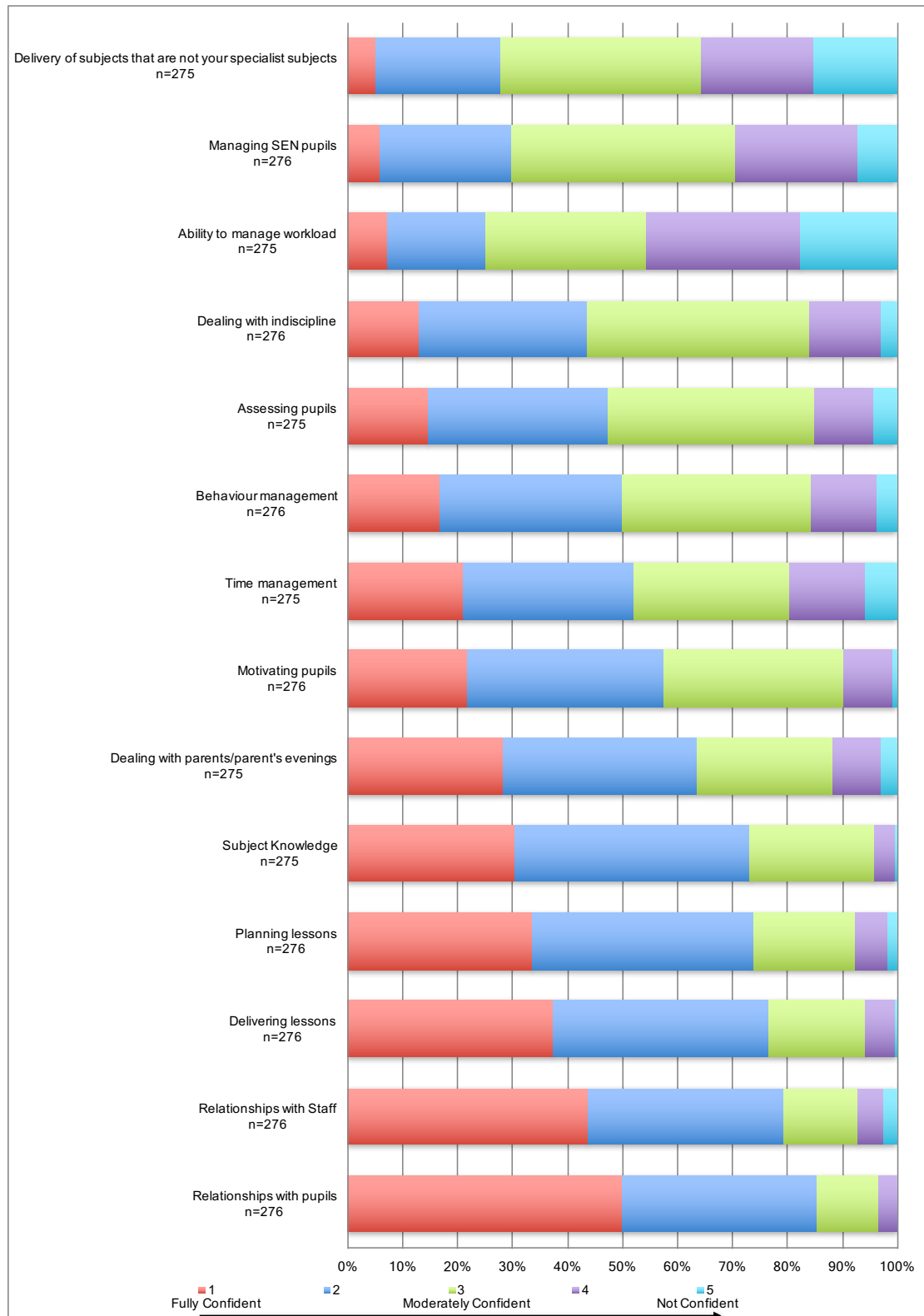
5.60 There was some variation in the level of confidence in teaching tasks by the route respondents had taken in to teaching. This may reflect that the content and structure of the different routes results in differing

strengths and weaknesses. Those from the 'PGCE' and 'SCITT' routes were more frequently confident in their time management abilities than 'School Direct' and 'Undergraduate QTS' respondents[69].

5.61 Meanwhile, respondents from the 'Undergraduate QTS' route were more confident at motivating pupils than the other routes in to teaching[70]. The same was true for confidence in behaviour management abilities[71] and relationships with pupils[72].

5.62 Similarly, confidence levels varied by ages taught. Respondents at the secondary level reported higher levels of confidence in planning lessons (41.8%, n=59 rated '1' – fully confident) than respondents at the primary level (24.2%, n=32). Yet, respondents at the primary level reported higher levels of confidence in motivating pupils[73], behaviour management[74], and relationships with pupils[75]. This suggests that the interaction with pupils is more challenging or complex at secondary level.

5.63 Respondents who expected to stay 'Over 10' and 'Whole Career' reported higher levels of confidence in their ability to plan lessons than the other durations[76]. Similarly, 'Over 10' and 'Whole Career' respondents more frequently reported higher levels of confidence in delivering lessons[77], time management[78], ability to manage workload[79], subject knowledge[80], assessing pupils[81], relationships with pupils[82],

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[69] For SCITT – 26.9%, n=7 were '1' – fully confident with time management and for PGCE this was 25.3%, n=40. Compared with Undergraduate QTS – 12.9%, n=4 and School Direct – 8.9%, n=4.
[70] 29%, n=9 were '1' – fully confident with motivating pupils, compared with School Direct – 20%, n=9, PGCE – 19.5%, n=31 and SCITT – 15.4%, n=4.
[71] Undergraduate QTS - 29%, n=9 were '1' – fully confident with behaviour management, compared with School Direct – 15.6%, n=7, SCITT – 15.4%, n=4 and PGCE – 12.6%, n=20.
[72] Undergraduate QTS – 61.3%, n=19 were '1' – fully confident with relationships with pupils, compared with SCITT – 50%, n=13, PGCE – 49.1%, n=78, and School Direct – 40%, n=18.
[73] 25%, n=33 of primary were '1' fully confident, compared with 17.7%, n=25 of secondary.
[74] 21.2%, n=28 of primary were '1' fully confident, compared with 12.1%, n=17 of secondary.
[75] 61.4%, n=81 of primary were '1' fully confident, compared with 39%, n=55 of secondary.
[76] 95.6%, n=22 of those expecting to remain in teaching 'over 10 years' and 88.1%, n=37 of 'whole career' rated feeling either '1 fully confident' or '2'. Compared with 67.7%, n=23 of '5 to 10 years', 68.9%, n=20 of 'more than 3, less than 5 years', and 67.3%, n=35 of 'less than 3 years'.
[77] 97.6%, n=41 of those expecting to remain in teaching 'whole career' and 91.3%, n=21 of 'over 10 years' rated feeling either '1 fully confident' or '2'. Compared with 70.6%, n=24 of '5 to 10 years', 79.3%, n=23 of 'more than 3, less than 5 years', and 69.2%, n=36 of 'less than 3 years'.
[78] 78.2%, n=18 of those expecting to remain in teaching 'over 10 years' and 66.6%, n=28 of 'whole career' rated feeling either '1 fully confident' or '2'. Compared with 38.3%, n=13 of '5 to 10 years', 58.6%, n=17 of 'more than 3, less than 5 years', and 51.9%, n=27 of 'less than 3 years'.
[79] 47.8%, n=11 of those expecting to remain in teaching 'over 10 years' and 45.2%, n=19 of 'whole career' rated feeling either '1 fully confident' or '2'. Compared with 17.6%, n=6 of '5 to 10 years', 13.8%, n=4 of 'more than 3, less than 5 years', and 21.6%, n=11 of 'less than 3 years'.
[80] 95.6%, n=22 of those expecting to remain in teaching 'over 10 years' and 90.5%, n=38 of 'whole career' rated feeling either '1 fully confident' or '2'. Compared with 58.9%, n=20 of '5 to 10 years', 68.9%, n=20 of 'more than 3, less than 5 years', and 75%, n=39 of 'less than 3 years'.
[81] 64.3%, n=27 of those expecting to remain in teaching 'whole career' and 60.8%, n=14 of 'over 10 years' rated feeling either '1 fully confident' or '2'. Compared with 35.3%, n=12 of '5 to 10 years', 27.5%, n=8 of 'more than 3, less than 5 years', and 48.1%, n=25 of 'less than 3 years'.
[82] 100%, n=23 of those expecting to remain in teaching 'over 10 years' and 95.2%, n=40 of 'whole career' rated feeling either '1 fully confident' or '2'. Compared with 91.2%, n=31 of '5 to 10 years', 82.8%, n=24 of 'more than 3, less than 5 years', and 75%, n=39 of 'less than 3 years'.

and relationships with staff[83]. Clearly, a lack of confidence in managing key teaching tasks undermines intention to remain in the teaching profession.

Concerns about teaching tasks

5.64   When asked what their primary concern was in regards to their teaching role, just over half the respondents (50.7%; n=137) referenced their ability to manage the workload. Behaviour management was the primary concern for 10% (n=27) of respondents. Delivering lessons (1.5%; n=4) and motivating pupils (1.5%; n=4) were the least likely to feature as a primary concern. Table 9 displays all the respondents' primary concerns.

Table 9: Primary Concerns In Regards to Teaching Role (n=270)

Primary Concern	Number of Respondents	Percentage of total number of respondents
Ability to manage workload	137	50.7%
Behaviour management	27	10%
Time management	15	5.6%
Delivery of non-specialist subjects	13	4.8%
Dealing with indiscipline	13	4.8%
Planning lessons	12	4.4%
Assessing pupils	12	4.4%
Managing SEN pupils	11	4.1%
Subject knowledge	6	2.2%
Dealing with parents/parents' evenings	6	2.2%
Relationships with staff	5	1.9%
N/A/Unsure/None	5	1.9%
Delivering lessons	4	1.5%
Motivating pupils	4	1.5%

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[83] 91.3%, n=21 of those expecting to remain in teaching 'over 10 years' and 90.4%, n=38 of 'whole career' rated feeling either '1 fully confident' or '2'. Compared with 79.5%, n=27 of '5 to 10 years', 75.8%, n=22 of 'more than 3, less than 5 years', and 65.4%, n=34 of 'less than 3 years'.

Comparing 2016-2017 Survey Findings to Previous Surveys

5.65   In what follows, comparable survey responses are compared analysed the various applicable NASUWT surveys: Spring 2004[84]; Summer 2007[85]; Spring 2007[86]; Spring 2008[87]; and 2016-2017[88].

Frequency of Poor Pupil Behaviour

5.66   The frequency of poor pupil behaviour has been fairly consistent over the years with daily occurrence being the most common answer across the applicable surveys[89]. However, the frequency of hourly poor pupil behaviour has decreased since 2004 by more than 10 percentage points. That said, the frequency of weekly poor behaviour has increased. These findings, are displayed in Figure 12.

Figure 12: Changes in the Frequency of Poor Pupil Behaviour from 2004 to 2017
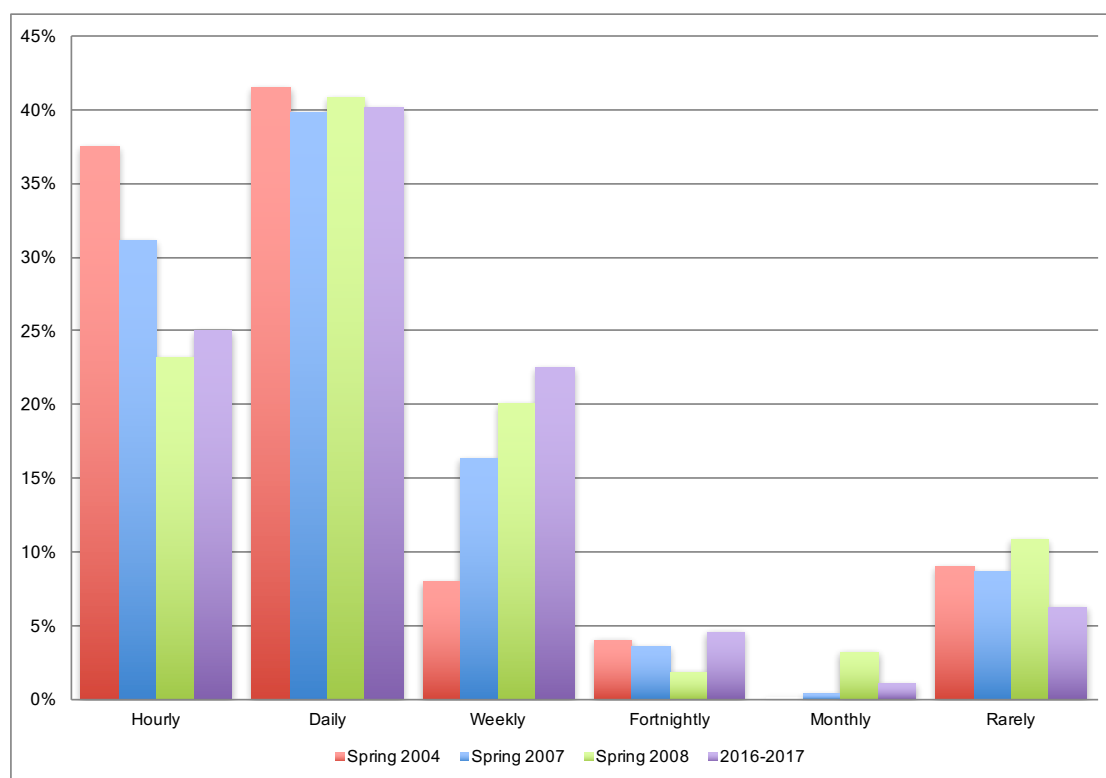
Types of Poor Pupil Behaviour

5.67   With the exception of persistent verbal violence (which has been experienced less commonly since 2004), the general trend has been an increase in how commonly experienced all types of poor pupil behaviour is. This is especially notable for occasional and persistent

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[84] N=75
[85] N=1987
[86] N=296
[87] N=442
[88] N=340
[89] Spring 2004; Spring 2007; Spring 2008; and 2016-2017

low-level indiscipline, which have been cited more frequently by respondents with each survey[90]. Notably, occasional and persistent physical violence are experienced by over twice as many respondents now than it was in 2004. These findings are highlighted in Figure 13.

5.68 While the overall trend of which types of poor pupil behaviour are experienced by the new teachers sampled has remained fairly consistent, a higher proportion of respondents are experiencing a greater variety of poor pupil behaviour in a year than they did in 2004, and the more physical types of behaviour are now affecting a higher percentage of respondents than they did before.

Figure 13: Changes in the Type of Poor Pupil Behaviour from 2004 to 2017
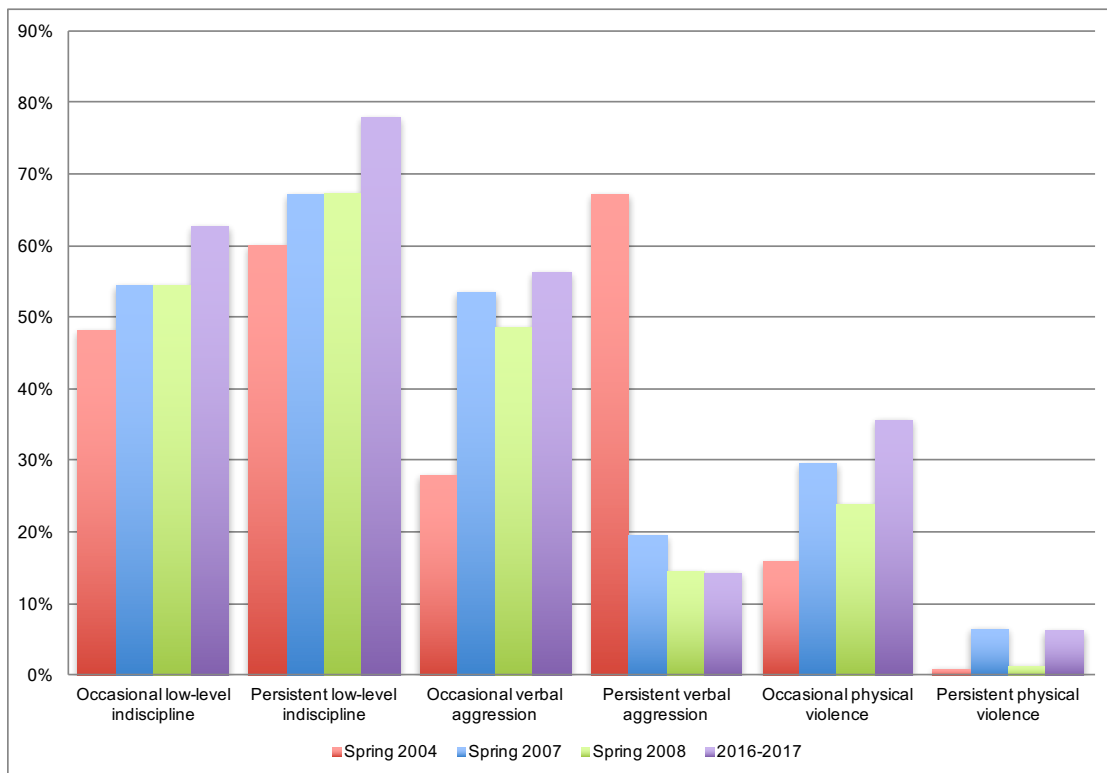
Training to Manage Poor Pupil Behaviour

5.69 Across the applicable surveys[91], the most common type of training to manage poor pupil behaviour was support from a mentor with approximately 75% of respondents since 2007 receiving this. Interestingly, informal training from colleagues and informal training during induction process were both over 20 percentage points more common in 2016-2017 than in previous years. External training course by local authority, however, was almost 30 percentage points less common in 2016-2017 than in previous years. This suggests that

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[90] Spring 2004; Spring 2007; Spring 2008; and 2016-2017. The 2016-2017 survey also included measure of occasional and persistent online abuse but these have been excluded form this section of the analysis as these measures were not included in earlier surveys.
[91] Spring 2007; Spring 2008; and 2016-2017.

informal training is taking the place of external training courses. Figure 14 displays these findings.

Figure 14: Changes in Attendance of Training to Manage Poor Pupil Behaviour from 2007 to 2017
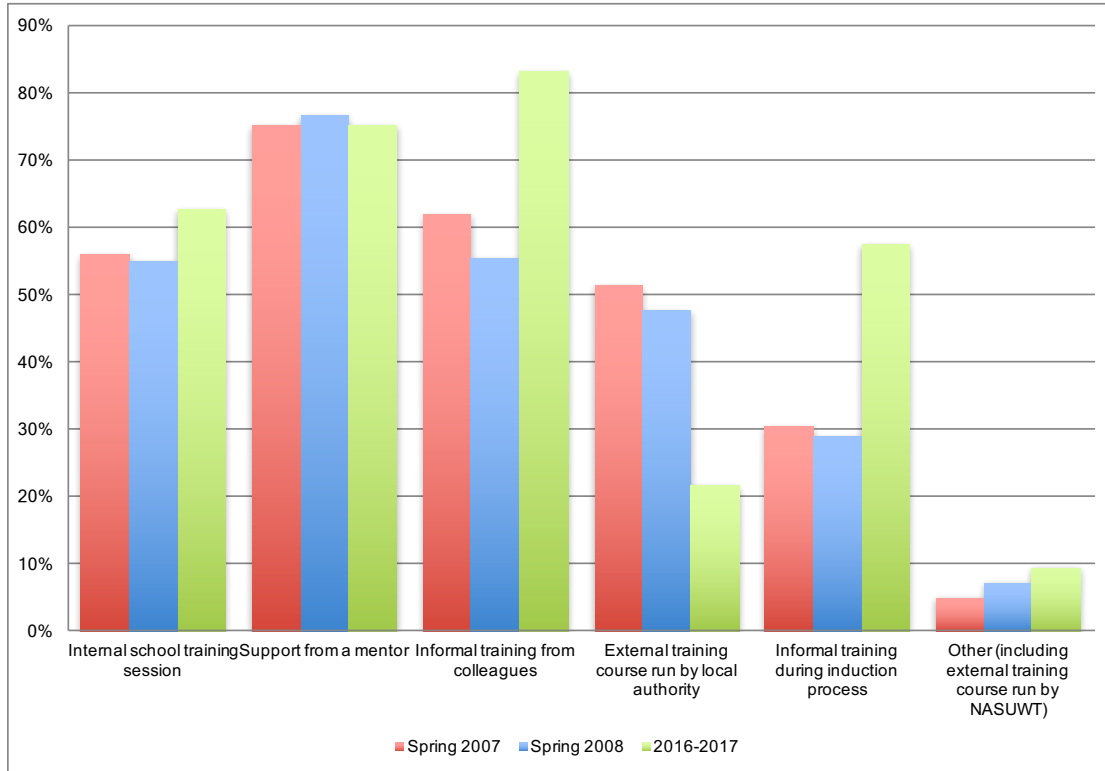
Impact of Poor Pupil Behaviour

5.70   Although not directly comparable[92], findings related to the impact of poor pupil behaviour on respondents' desire to remain in the teaching profession highlight important differences. These differences are displayed in Table 10. In 2016-2017, the most common response was that respondents would probably stop teaching sooner than anticipated, followed by respondent's stating that they had considered alternative teaching posts. In earlier years, however, more respondents considered alternative teaching posts than replied that they would probably stop teaching earlier than anticipated. This perhaps indicates that it is now more common for newly qualified teachers to consider behavioural issues symptomatic of teaching as a whole and not just their post. This is supported from findings related to how long respondents' believed they would remain in the teaching profession (see 5.71).

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[92] In 2016-2017, respondents recorded all of the impacts that were applicable; while, in Spring 2007 and Spring 2008, respondent only selected one impact.

Table 10: Changes in Desire to Remain in Teaching Profession in 2007 and 2008, As Well As Findings From 2016-2017

Statement	Spring 2007	Spring 2008	2016-17
I will probably stop teaching sooner than I anticipated	22.1%	21.7%	63%
I have considered alternative teaching posts, e.g. with older pupils/in private schools	31.9%	32.1%	54.3%
I intend to change schools	12.4%	17.9%	37%
I no longer want to teach	1.8%	2.8%	16.7%
Other	22.1%	17.9%	11.6%
I intend to resign from the teaching profession in the next six months	Not asked	Not asked	6.5%
I have resigned from the teaching profession	1.8%	0%	2.2%
I will probably teach for longer than I anticipated	8%	7.5%	0%

Expected Duration in Teaching Profession

5.71   Supporting findings related to the impact of poor pupil behaviour on the desire to remain in the teaching profession, the percentage of respondents' who expected to remain in the teaching profession for less than 3 years was two times higher in 2016-2017 than in earlier applicable surveys[93]. Percentages of respondents who expected to remain teaching their whole career were three times lower in 2016-2017 than in the earlier surveys. While a small margin, however, a higher percentages of respondents stated that they would remain in the profession 'more than 3 years, less than 5 years' and '5-10 years' in 2016-2017. Figure 15 breaks down the changes in respondents' expected duration in the teaching profession.

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[93] Summer 2006, Summer 2007, Spring 2007, Spring 2008.

Figure 15: Changes in Expected Duration in the Teaching Profession
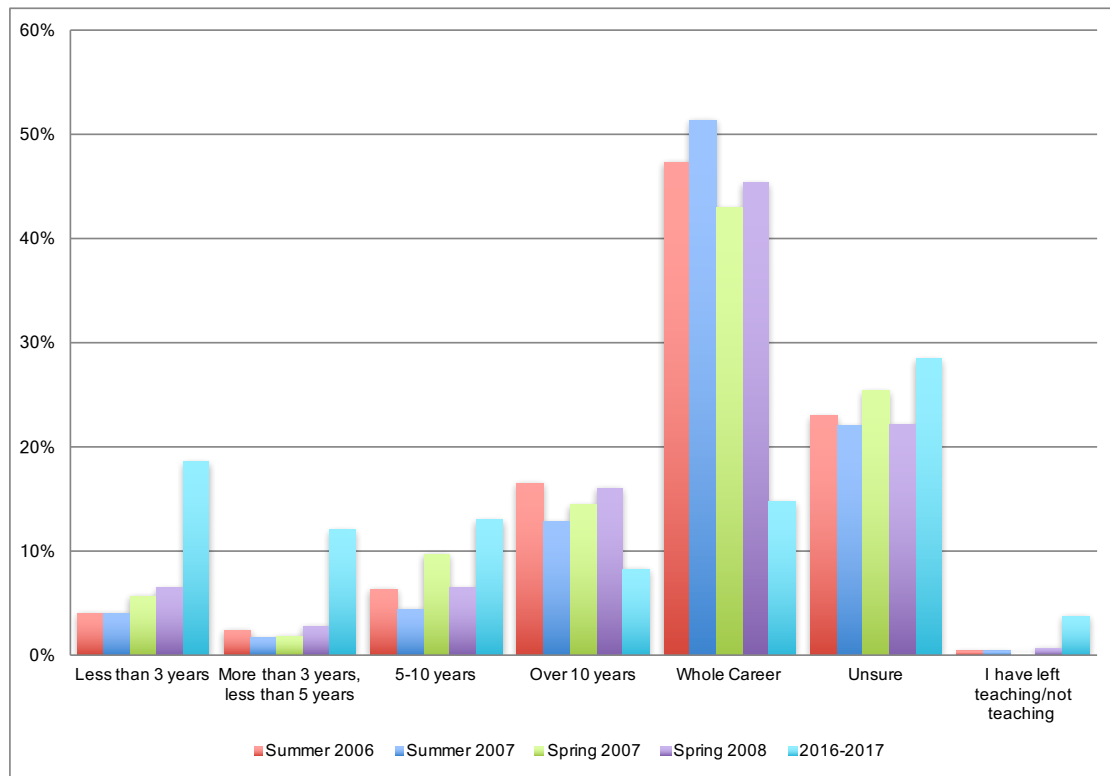
Key Findings from the Surveys

Summary of 2016/17 Findings

5.72 The overall picture emerging from the survey is that life as a new teacher presents a number of challenges – particularly managing workload and pupil behaviour.

5.73 New teachers were generally satisfied with their induction period overall and more than half felt their confidence to teach had increased. However, more than two fifths struggled to manage their workload (particularly marking). Typically, new teachers felt negative emotions more highly (stress, anxiety were most acute, fearful less so) than positive emotions (satisfaction, confidence, happiness) towards teaching.

5.74 More than a quarter of respondents were uncertain how long they would remain in teaching. Only a quarter intended to stay for the long term (over 10 years/whole career). Retention is a well-known problem among new teachers and clearly something that remains a concern.

5.75 Salary is a notable area of contention among new teachers. Nearly half of the sample noted it did not meet their expectations, and more than three quarters felt it was not fair based on their workload. However it was notable that among our sample those that had already left the profession were most likely to report being paid what they expected to be – suggesting that it is not pay, but other factors that result in a very early decision to leave the profession.

5.76 Pupil behaviour was another key issue for new teachers. Nearly three quarters reported that poor pupil behaviour affected their career satisfaction. Nearly two thirds of respondents experienced poor pupil behaviour either hourly or daily and while persistent and also occasional low-level indiscipline were most prevalent, a third were familiar with occasional physical violence. Yet less than half felt they had support from their school's management team to deal with poor pupil behaviour. Two thirds however had support from colleagues. A lack of support from management was more prevalent among secondary level teachers than primary, meanwhile a lack of support from colleagues was more prevalent among poorer performing schools.

5.77 Crucially, nearly half of the sample indicated that behavioural issues impacted on their desire to continue teaching (an issue more prevalent among secondary than primary level teachers) of which two thirds felt it would cause them to stop teaching sooner than anticipated.

5.78 Half of the respondents had had no training on dealing with poor pupil behaviour in the last 12 months. It is notable though, that over two thirds of respondents identified that their ability to cope with poor pupil behaviour had increased in the last year. It is at least possible that as

new teachers become more confident and experienced in this area, the level of negative impact it has on both their career satisfaction and likelihood of leaving the profession may reduce. Overall this would suggest that anything that can be done to help new teachers manage behavioural issues is likely to have a positive impact on retention.

5.79   Notably of those who had had training or support to manage behavioural issues, the most useful was an external training course run by the NASUWT although very few had attended this. It would be worth considering whether this course can be brought to more new teachers.

5.80   Across a range of key teaching tasks, respondents were particularly confident in their abilities forming relationships with pupils and with staff, delivering and planning lessons and also subject knowledge. Confidence in managing workload, SEN pupils and delivering non-specialist subjects was considerably lower. It was also evident that a lack of confidence in managing key teaching tasks undermines intention to remain in the teaching profession.

Summary of Key changes over time

5.81   The findings from the survey suggest that since 2004 poor pupil behaviour is less likely to occur hourly. However, new teachers are now experiencing more types of poor pupil behaviour in a year than before, and of particular note is the increase in new teachers who experience physical types of poor behaviour (occasional and persistent physical violence).

5.82   Informal training to manage poor pupil behaviour is more common now than it was in previous years illustrating a move towards school delivered training in place of external training courses.

5.83   Perhaps the most notable finding, is the increase in new teachers expecting to remain in teaching for less time than previous research showed. Intention to stay for less than 3 years is now two times higher than previous surveys. There were also more teachers that were unsure how long they would remain in teaching and more that had already left. This would suggest that new teachers now see less of a future for themselves in teaching than was the case 10 years ago.

Section 6.   Advice for New Teachers

6.1   The advice that new teachers felt it was important to pass on to other people entering the profession is included here as a resource. It is important to note that this is based on specific personal experiences and should be viewed as such. The information contained does not represent objective research into what advice should be given to all new teachers.

Understand the full role of a teacher before committing to training

6.2   A strong theme emerged concerning the need for people to have a full awareness of the demands and expectations of the role before committing to a teaching career. This included both practical advice, such as gaining work experience in a teaching environment, and also considering how the commitment required will affect your lifestyle:

> *Do your research! Don't think it's an easy job because it isn't. It's full on, time consuming and the workload can be backbreaking. But, it is the most rewarding thing you can ever do. I love being a teacher. I wouldn't want to be anything else.*

> *Get a lot of experience being in a school environment before embarking on teacher training. Volunteer, observe or even work as a support member of staff first.*

> *Get work experience, talk to teachers, find out what they have to do in their role other than teaching lessons.*

> *It is a roller coaster. Stress, workload and difficult children drag you down but one child making a breakthrough can send you soaring. Be sure you want to teach, it will take over your life. Despite all this, everyday is worth it.*

Be clear about the rewards of teaching and whether they will be enough for you

6.3   The respondents reported that it was important to focus on the rewarding aspects of teaching during difficult times. The reward that the respondents most frequently mentioned was the enjoyment of being able to have a positive impact on the lives of children. Some of the participants emphasised the importance of valuing this as a reward because they felt that their salaries were low and a teaching career involved a very high workload:

> *This is not a profession for the faint hearted or the money motivated! However, it is a personally rewarding career and there is nothing better than when a child has one of those light*

bulb moments, or a parent tells you what a difference you have made to their child's life.

Come in to teaching because you love making a difference, not for the money or the 'long holidays' because those are the wrong reasons and you will soon get downhearted when you realise you won't get them. Do it because knowing you have influenced a young mind, encouraged that child who is normally disengaged or because the cute little pictures the kids draw of you, make you smile and make you know you're in the right job for you.

Find the things you love about the job and make that your focus.

It does take a lot of work, but you get faster and more confident. The job satisfaction outweighs any negatives for me. I love planning (weird, I know!) so enjoy my lessons but I do struggle with marking and managing my time efficiently. However, none of that stuff matters when children learn and enjoy your lessons, or your relationship is good enough for them to trust you with something. It makes everything, including the stress, worthwhile.

Carefully consider the school in which you will work

6.4   A key theme emerging from the responses was the extent to which the nature of a school could have an impact on the experience of early career teachers. The respondents recommended trying to establish a full understanding of the school before committing to teaching in it, and in particular, finding out what the staff retention rate was, as an indicator of the quality of management and support available. The participants reported that the quality of a school in which an NQT year was completed could have long-term impacts on a new teacher's career:

Ask to see the worst classes where behaviour management is difficult so that you are aware of what you may face. Ask in detail how much time other teachers spend planning lessons and marking.

Find out the staff retention rate of the school you decide to do your NQT year in, if staff retention is not good, there will definitely be a reason for it.

That it is very important to work for a school which shares your values and ethos.

Look at the school staff turnover, the profession itself is not as bad as people make it out to be but it can be made difficult by management who themselves don't understand what Ofsted

require from them so they burden teachers with unnecessary tasks.

Choose your first school carefully as a difficult NQT year can crush your confidence in your ability to teach.

Choose a school with a proven track record of good teacher training and induction.

6.5 Related to this, some of the respondents cautioned about the importance of maintaining an awareness of the quality of school during the NQT year and finding a different school if the support and management was not satisfactory:

What seems like a perfect opportunity to begin with might not be! If you don't get on well at your school don't be afraid to look elsewhere and try a different school!

If you're not supported by management in your school, find a different school. It's management that make/break teachers, not the students.

Stick at it, it's not always teaching, it may just be the school.

It is important to ask for support

6.6 The respondents emphasised the importance of proactively asking for support during the early stage of a teaching career. Potential sources of support that were mentioned included family, friends, colleagues, fellow trainees and unions. Respondents emphasised the importance of being open about support needs, and accepting what support was available:

Try every tip given by colleagues and professionals. Some are career savers. Don't be shy to ask for help.

Keep in contact with fellow trainees, networking and sharing good practice is essential.

Physically ask and seek CPD which will develop you and not just the school.

Don't suffer alone - seek help and support from anyone including the NASUWT sooner rather than later.

Build good relationships with your department as they are with you every day and have the experience and knowledge to support you with almost anything.

6.7   Underlying this theme was a recognition that it was important to rely on the experience and resources of more senior colleagues, the phrase *'do not reinvent the wheel'* summarising the sentiment:

>   *Use other experienced teacher's plans. Do not reinvent the wheel. Make marking as easy as possible.*

>   *Don't try to reinvent the wheel - ask for resources you could use/ideas you can share/planning you can use.*

Remember that it will get easier with experience

6.8   The feedback emphasised the importance of recognising that the early years of teaching may be the most challenging. Respondents reported that the extra pressures at the start of the career were associated with the need to succeed during their NQT year and the challenge of having to develop resources from scratch:

>   *Don't give up! It gets easier!*

>   *Do not think it is you that is slow; planning, resourcing and marking take an awfully long time for everyone, despite what they say. It is much better the second time you deliver the same curriculum.*

>   *The nature of the job is very difficult please persevere there is light at the end of the tunnel. It does get a little better. NQT year is very difficult!*

Look after your own wellbeing

6.9   The respondents talked about the risk of becoming overwhelmed during the early stages of a teaching career and how it was important to recognise this and to maintain both physical and mental health:

>   *Don't let things overwhelm you. Let books go unmarked for a few days if you are feeling stressed. Talk to people if it is becoming too much - it isn't a sign of weakness!*

>   *Don't let the career take over your life. Keep up the things you love in your spare time.*

6.10   Underlying this advice was a theme concerning the high workload and demands of teaching:

>   *It is difficult. Part of me wants to say don't do it. The hours are long and the job is very demanding. I find it hard to switch off. I would say maybe listen to your body. Make time for yourself.*

>   *Preserve yourself and care for yourself. Know when to quit.*

Establish boundaries to help you maintain a work/life balance

6.11   A common theme amongst the feedback from the respondents was the long working hours required in a teaching career:

> *Don't do it if you want to have a life outside of work. Or if you are prone to getting stressed!*

> *Be prepared to work long hours outside of school. Try and take one day off at the weekend if possible.*

6.12   Associated with this, the respondents emphasised how important it was to put boundaries in to place to ensure that they had some time away from work each week:

> *Make sure there's something in your diary once a week that's immovable and is not work related. Join a choir. Play football. But GET OUT OF THE HOUSE!*

> *Manage your time effectively. Take breaks from school work. Tell the school no if they ask you to do something that isn't your job.*

> *The joke about long holidays wears thin. Make sure you take one night a week, and a day over the weekend to have time for yourself.*

> *Keep on top of your workload, stay at school until work is finished for the day so you can have a half decent work life balance.*

Be pragmatic about what is achievable

6.13   The respondents' comments emphasised the need to avoid self criticism and be pragmatic about what was achievable, by avoiding imposing unrealistic expectations on yourself:

> *Be prepared for everything you learnt at uni to go out of the window and acknowledge your to-do list will never be done.*

> *Just keep going and get rid of perfectionism - we are only human.*

> *Forgive yourself, it is not possible to do everything you are asked to do.*

> *It's an impossible workload; accept you can't do everything and most things only moderately well most of the time, occasionally one thing very well.*

Practical advice

6.14   The respondents offered some practical advice to other teachers entering the profession.

Join a union

> *Join a union and be persistent when you need extra help or training if you're struggling.*

> *Talk to your union before you start, not when you face problems.*

Be organised

> *Research how to set up your classroom in regards to behaviour. If teaching lots of different pupils get named photos and put in seating order.*

> *Make sure it is something you really want to do and make sure you have a good calendar.*

Learn to prioritise

> *Take things in your stride and learn to prioritise your responsibilities. Ensure you make time for yourself each day after school.*

Behaviour management

> *Don't stand over difficult students - speak to them eye to eye. Don't be disheartened if it goes wrong one day - every day is a new day, and actually they want to have a good day too.*

> *Get behaviour management right as it is fundamental to create an environment for successful learning, be consistent.*

Personal characteristics

6.15   Many of the comments received from the participants focussed on the personal characteristics and attributes required for a successful career in teaching. These included being passionate, enthusiastic and committed, while a few participants mentioned that it was important not to be a perfectionist in order to be able to manage the workload:

> *Be sure it is something you are passionate about doing because you need that personal enthusiasm and commitment to keep you going.*

> *If you are a perfectionist then don't teach.*

> *Don't beat yourself up too much and try not to take poor behaviour personally and let it affect your life outside of school.*

Don't take it so personally. Probably most of the kids don't hate you or think you're a bad teacher, they're just teenagers.

Trust yourself and bring your personality into the role

6.16   Some of the participants mentioned the importance of trusting yourself as a professional, and allowing your personality into the role:

> *Trust your instincts and be yourself.*

> *It's extremely rewarding but can be very tough at times. For me, the students are the best part of the job and some relationships you develop with classes are very special. Hang on to your personality and don't lose it or your perspective in the endless amount of marking, data entry and assessment. Also, don't worry-you can't win them all! You will most definitely be someone's favourite teacher but that works both ways!*

Summary Comments

6.17   While it is important to note that this section does not provide analysis of teachers responses, rather, a resource containing the advice that teachers felt it was important to pass on to others, it is interesting to note some of the core themes that emerged from the feedback. The respondents talked about the value of gaining as much information and awareness about the role prior to undertaking teacher training. This included being clear about the full role of a teacher, the rewards they would receive and the type of school they wanted to work in. Another key theme that emerged was the need to look after health and wellbeing during training. This included taking a pragmatic view of what was achievable, setting clear boundaries and seeking support. Finally, the feedback from the respondents highlighted that the early years of teaching may be the most challenging, and that it is important for new teachers to keep this in mind during difficult times.

Section 7.   Interview Findings

Interviewees

7.1   Telephone interviews with 15 teachers were conducted between May and August 2017 using a semi-structured interview schedule. The interview sample was formed by two groups. Firstly, teachers who had completed the questionnaire stage of the research and provided consent to be contacted in regards to a research interview, and secondly, two teachers who had left the profession, sourced through a snowballing technique initiated through contacts at Perpetuity Research. Both of these participants had left the profession at an early stage of their career and between 2015-2017. By accessing these participants the interviews were able to further explore the perspectives of people who found a teaching career unsustainable. Quotes attributable to teachers are marked as 'Teacher', quotes attributable to the other two interviewees are marked as 'Leaver'.

Interview schedule

7.2   Through early analysis of qualitative feedback from the survey stage of research, and in conjunction with NASUWT, a semi-structured interview schedule was developed for use in interviews.

7.3   The interviews covered six key topics:
   - **Role and route into teaching** – including satisfaction with training and NQT progress.
   - **Experience in the classroom** – covering concerns with their current role, how training prepared them for the role and confidence in abilities
   - **Poor pupil behaviour** – including the prevalence and strategies used to manage this behaviour
   - **Career satisfaction** – changes in career satisfaction, impacts upon, and intention to remain in teaching
   - **Training and support** – concerning training received in schools, areas where further training is desired and satisfaction with professional development
   - **Perceptions of teaching** – open ended discussion about issues facing new teachers.

7.4   While all of the interviews covered all of the six key topics the interviews were semi-structured in order to allow the interviewer to probe any key areas of interest that arose during the interviews.

Findings

7.5 The results are divided into three key sections. The first two sections focus on key stages in new teachers' career progression and are presented sequentially, these are:
- **Training routes** – routes in to teaching, quality of training, desired improvements, how prepared they felt to teach.
- **Establishing a career** – practical issues faced by teachers entering the profession, such as finding placements, finding the right school for them, securing jobs and NQT year issues such as mentor support.

7.6 The final section draws together key themes that emerged from the interviews focusing on the early career satisfaction of teachers and the key issues that impacted upon this. This section highlights factors to be considered when targeting the retention of new teachers.
- **Early career satisfaction** – job satisfaction of early career teacher and key contributors to this.

1.1 It is important to recognise, when reading the findings, that this interview research was not designed to provide a representative snapshot of the issues that teachers face at the early stage of their careers in England. Rather, the purpose of these in-depth interviews was to explore the experiences of a small sample of early career teachers in focus and provide data that spans the breadth of their experiences and aids understanding of the issues that they faced.

Training routes

7.7 Training routes for teachers have diversified since previous research conducted by Perpetuity Research was carried out. The participants discussed aspects of their training and an overview of these is presented below. It is important to note that due to the qualitative small-scale nature of the interview research these findings do not provide a representative picture of the quality and impacts of a particular training route, however they provide an in-depth insight into experiences that people training to become teachers faced. The interviewees in the sample had trained through school led programmes (School Centred Initial Teacher Training), School and HE led programmes (School Direct and Teach First) and University led programmes (Undergraduate route and Postgraduate route – PGCE). Additionally, one participant had followed an assessment only QTS route.

School and Higher Education led routes

School Direct

7.8 The participants who had chosen to train through a School Direct PGCE talked about wanting to learn in a hands-on manner and the benefits that this would provide them. The participants who chose to

train in this way had previous experience of working in classrooms and felt that this prepared them to train in a school:

> *It was good for me... knowing for such a long time that I wanted to teach, I just desperately wanted to get straight into that classroom and get started...I felt like that previous experience prepared me for when situations could potentially be difficult in a classroom.* (Teacher 9)

7.9   While they were generally positive about their learning route, the participants felt that because they trained over a period of only a year they might not have received the in-depth teaching knowledge that people who took other routes might get:

> *When you think about it, some routes in to teaching are a four year degree course... although I did* [degree], *we became teachers in what, nine months, and it isn't gonna prepare you in the same way as a four year degree course.* (Teacher 2)

> *We had two maths days... we were only going to have the one and the chap that did the maths training said he couldn't believe that we were only going to have the one so he convinced them to book him for a second day.* (Teacher 2)

7.10   This participant also reported that despite having experience of working as a TA in schools the step between this and training was difficult because of the unanticipated demands of the training:

> *You're responsible for all of the assessments and all of the reports at the end of the year and all of the parents evenings and everything else it's a lot to do when you're training. It's like teaching someone to drive when you're learning to be a driving instructor...I had an insight but even working in a school I didn't' know how tough it would be and what the expectation would be and just how slow I'd be at it and so the hours I'd have to put in to do it to how I was happy with it. ... and I've been a TA and I'd had obviously background how schools work from a government point of view and volunteering.* (Teacher 2)

Teach first

7.11   It is important to note that only one of the participants had trained through Teach First. However, her experiences of the training were poor, and she felt they were compounded by serious failings at the school in which she was placed.

> *If I could go back and do a PGCE the normal route... I would 100% go back... I would go back, and incur financial cost to become a teacher because, it was shocking, the quality of tutorial, the subject days were shockingly ran, it was, yeah, it was just, the support, I was bullied in my first placement and*

> *there was absolutely zero support from teach first or the university.* (Teacher 3)

7.12 Another participant had considered the Teach First route, but decided against it due to the requirements of the route:

> *I kind of ruled that out, that's just ridiculous I don't wanna teach a full-class timetable from day one pretty much, within really difficult schools, like, it just looked like a way to put you off teaching.* (Teacher 6)

7.13 This participant also discussed how he felt that Teach First advertising impacted on the type of people who were drawn to the training and how this dissuaded him from pursuing this route:

> *I went to one of the open events and it felt like a lot of people there were doing it as a stop gap before they could go work for Price Waterhouse Cooper or something like that...they advertise it as, 'People who have done this have gone to work for this company or that company', I didn't like the cut of its jib, to be honest.* (Teacher 6)

7.14 The participant talked about how the training she received was negligent:

> *Their version of teacher's behaviour management was for us to watch about six episodes of Summer Heights High, that was my behaviour management training, like, and I was just sat there thinking, 'Is this, at some point is the professionalism going to kick in and somebody going to actually insert maybe some psychological theory?', um, it just, it was just a joke!"* (Teacher 3)

7.15 The participant talked about how she had not received the correct teaching timetable in order to get key stage teaching experience required to qualify and how she had been asked to provide false evidence to say she had:

> *I told the Ofsted inspector that I didn't have the correct classes, the Ofsted inspector asked me four times, am I sure...I'd told somebody from Teach First... two people from [the] university. On all occasions; 'no it's absolutely fine, it's absolutely fine' ... they asked me to rewrite a statement to say that I'd had Key Stage Four experience when I hadn't, they asked me to rewrite it for the Ofsted inspector, so I said no, I'm not doing it because it's lying, and then they said well you need to think about this, people's jobs are on the line.* (Teacher 3)

7.16 Additionally, a lack of support and training at the school in which she worked further impacted on her training and the education of the children at the school:

The school gave me all the classes that nobody else wanted, so I'd have like a class full of 19 Roma Gypsies, which is all good and well, they're beautiful kids, lovely lovely kids, but I had had zero training whatsoever on New to English... I needed primary school skills, so when I was explaining that I needed to be taught how to teach these children how to read and write, so they needed phonics training, they needed fine motor skills, I had none of that, so I was literally in a classroom where I was babysitting and I wasn't learning to teach, and that was one of the reasons I quit the Teach First programme, because I said the day I feel like I've stopped learning, is the day I quit. (Teacher 3)

Assessment only QTS

7.17   The participant who pursued an assessment only QTS route talked very positively about her experience and how the option had made a teaching career accessible for her:

I said yeah great, so much cheaper than a PGCE, a PGCE is nine thousand and I paid two and a half thousand, because you're not actually in uni it's done remotely so you save a lot of money and for people like me who are bringing up a family family it's a godsend. (Teacher 1)

7.18   The interviewee described the process as *'very, very, intense'*:

It's full on for three terms you didn't get any let up you had to be performing really well for three terms, so it's a bit like doing your NQT year but you have a teacher guiding you if you like. (Teacher 1)

University led routes

7.19   The participants who had trained through university routes talked most positively about their experiences. Those following university based routes had trained through both PGCEs and undergraduate courses.

PGCEs

7.20   The participants reported that the quality of their training was good, and that their school placements had provided valuable insight into the role of a teacher. Some of the interviewees appreciated the way in which their role on placements built up throughout the year, ensuring that their workload was manageable and they were not overwhelmed at the start of the course:

I feel like it was really helpful actually, and the work, built up, so on the placement the first one, we didn't do as much teaching, but by the end of the second we were expected to do over 50%

of teaching in that class... so it was kind of built up gradually so it wasn't too daunting. (Teacher 10)

7.21   Some of the participants reported that due to the short duration of the training, and because they had not been responsible for a class during it, they experienced a steep learning curve during their NQT year. Some of the participants reported that they had felt unprepared for the tasks associated with having their own class and the workload that they experienced in their NQT year:

> *For a year there's not time to fit it all in, that's why I think in the NQT year, there's a lot of things that crop up, that you haven't really done, like data, like we'd done a bit on data and reports they touched on it, but obviously you can't go into that much depth because you don't have your own class... so I feel like in your NQT year, that's when you learn most, that's what I feel like I've done this year anyway!* (Teacher 10)

7.22   One of the participants who was working in a private school had taken a PGCE designed for people who were working full-time as teachers, this participant described the trainees on this route as '95%' working in private schools and felt that the quality of the training was not as good as that he'd experienced in the PGCE he had started previously:

> *The quality of the PGCE wasn't as good as what I'd been doing, but the school paid for it, and I had a full time job while doing it, so it was kind of a no brainer...they offer this course which is uniquely aimed at people who are already teaching...it's ticking the boxes to do the teaching standards basically.* (Teacher 6)

Undergraduate routes

7.23   Participants who had pursued undergraduate routes talked positively about the quality and depth of training that they had received:

> *The training was absolutely fantastic ... it wasn't just a whole load of placements, I had different opportunities in different areas and key stages.* (Teacher 8)

7.24   A couple of the participants highlighted that not all of their learning had been applicable to their experience of teaching in schools:

> *I think some of it does, but I think some of it in real life you don't really use... like you learn all the theories and stuff and yes it is relevant to a degree but you do so much at uni that's not really a big thing at school.* (Interview 7)

7.25   Related to this, a few of the participants talked about how the reality of teaching was far removed from their experience of learning about teaching:

> *I loved my time at uni, if I could go back, I loved doing the study and looking at the theory...the theory is all nice but then the actual reality is quite different I would say.* (Teacher 4)

School Centred Initial Teacher Training (SCITT)

7.26   Participants who followed these routes described their training as generally good, and intense.

7.27   Participants talked about having been attracted to the course by the hands-on nature of the training:

> *I really enjoyed the school-based route, I thought that was the best route for me... I think the third week I was doing full lessons...a month in I was given a class to teach and I was fine, that's fine with me. A lot more people who seemed to choose that route were career changers as well, which kind of attracted me, I wanted to work with people who'd changed careers to do that, rather than a load of too many 19, 21 year olds who had gone into teaching.* (Teacher 6)

> *I think it was the head's recommendation more than anything and when I went to the interview day it was very practical, so we did the first half of the day was observing other teachers and then the second part of the day was producing your own mini-lesson and stuff, so that part of it was quite practical and the way I've learned in my previous career is practical, so I may as well go that route, because that seems like a better way of learning because you're in school most of the time.* (Teacher 12)

7.28   This trainee also reported that she felt that by taking this route and being based in a school she would improve her chances of being able to secure a job on completion, she wanted to be*, "On the job rather than learning about the job."*

7.29   The practical and embedded ethos of the training extended to the opportunities that the participants sometimes received. For example, one teacher talked about the benefit of visiting a number of different schools during her training, including nursery, a high school and SEN school. This had helped her to understand where the children she would be teaching had come from and would be going to, and anticipate their needs.

7.30   One of the participants talked positively about how the hands-on nature of the course extended to how their own training was delivered. However another reported that delivery of training was sometimes weak by failing to model good teaching practice:

> *It was interesting at points, and the organisation and the structure was generally good but there were some seminars that*

were a bit talk and chalk, a little bit exactly the kind of things that we shouldn't have been doing in our lessons... mixed messaging in some ways. (Teacher 13)

7.31   Despite the hands on nature of the training, one of the teachers reported that at the beginning of their NQT year, it was still, *"A bit of a shock when you're suddenly on your own teaching a class"* (Teacher 12).

Training issues relating to all participants

7.32   Some of the participants talked about areas where their training could be improved, and topics that it would be beneficial to include.

7.33   A key issue for some of the participants was how to work with the parents of the children in their class. Some of the teachers reported that it would have been beneficial to receive more training on how to work with angry or upset parents, and how to conduct parent/teacher meetings:

> *This is an area that I could have done with some more training in is parents evening, because the first parents' evening I made a parent cry, um, I basically it was really awful, the child had been aggressive towards other children, instead of bringing it up with her at a separate time, because an incident had happened that day, I bought it up with her at parent's evening which is obviously not the right time to do it, but I didn't know it at that time, because it was my first one, but luckily my head teacher was walking past the door so I called her in, and she dealt with it.* (Teacher 10)

7.34   Additionally other teachers identified how teachers were increasingly being called on to provide pastoral support for parents, and parenting guidance for some young parents.

7.35   As detailed in the sections above, many of the teachers, across the training routes, felt unprepared for the workload they experienced during their NQT year. This included being unprepared both for the amount of work required, and the breadth of tasks to be completed:

> *I think I maybe wasn't ready in the beginning for the workload, and I think that was maybe because we had a few weeks in school, a few weeks back out again into university...so you had a bit of a break.* (Teacher 8)

> *Definitely, I felt ready, I felt like I knew how to assess, I knew how to plan I knew how to do assessment for learning, I knew how to behaviour manage, I knew all the things that made you a good teacher but not realising that teaching wasn't [just] it.* (Teacher 5)

7.36 A key factor in some of the participants' accounts was the qualitative difference between teaching a full timetable and being responsible for a class, which entailed a lot more responsibility, with associated tasks:

> *PGCE was really intense, by the end of it we were teaching 80% of the timetable, like a normal teacher would, and planning and marking and assessing and doing everything that you would, but there are so many little things behind the scenes that as a student you don't really do, because I suppose data protection or whatever, like things like assessment, actual formal assessment of reports and things like that.* (Teacher 6)

7.37 Relating to the gap between training and teaching, a few of the participants reported that in retrospect it would be useful for courses to provide more focus on how to get up and running at the start of a school year. More generally, a few participants felt that they would have benefitted from more general information about getting started with a new class:

> *...more ideas on how to start the year with a new class that you've never taught before, because we went in three days after school had started on our first placement but you don't realise how much work goes on in those first three days into class rules and transitions in the classrooms and stuff.* (Teacher 12)

7.38 Some of the participants felt that the training needed to provide more specific information regarding the particular recruitment process for teachers. While some teachers reported covering the basics of the topic, the quality of the training in this area was varied, and viewed in retrospect by the participants as being of vital importance. One participant talked about the weak training he had received regarding teaching interviews:

> *I was looking forward to it because it's a very very interesting subject and it's something we're all going to experience and to navigate the sort of areas would be very very useful, unfortunately the teacher delivering this particular subject, it was a 100 minute session, and at least half of that maybe two thirds of that was dedicated to dress, body language and things of that nature, which was very frustrating considering that every single person in the audience had passed interviews, knew you know, looking someone in the eye... you know... 'no bums tums boobs' etcetera was one of the terms used, it was pitched at someone at 18-20 year olds... and so by the time we got on to the really interesting stuff, about you know, interviews, you know what is the teacher looking for when they ask this kind of question, there wasn't time to go into the meat of the subject.* (Teacher 13)

7.39 Related to this, a few of the participants felt that, given the recruitment problems they had experienced, it would have been beneficial for their course to cover topics relating to the recruitment process and supply teaching.

> *I think the teaching application process and resilience during difficult periods of trying to get that employment, would have been a good benefit for us that we didn't get much of during the training year.* (Teacher 9)

7.40 Finally, a few of the participants reported that their training had been confused by changes being made to the school system and that their learning was delayed as a result:

> *There were a lot of changes coming in with the new government and a new curriculum and I think in the first year when I was on the course they weren't quite sure what was happening so obviously it kind of delayed things about how they prepared you to work with a new curriculum.* (Teacher 4)

Establishing a career

7.41 This section identifies some of the key early career experiences of the participants when moving from training through to NQT and beyond, into the first years of teaching. The section pays close attention to practical issues that the participants faced when beginning their career, such as securing jobs for their NQT year, establishing themselves in a school, managing workload and getting support during their induction.

Securing an NQT placement

7.42 While some of the participants had a smooth transition to their NQT year, having secured jobs during their placements, sometimes within their placement schools, others talked about difficulties associated with securing an NQT position:

> *I feel so lucky that I've got in there... I had to apply for my job and have an interview, and I did get it, so I'm really pleased, I'm permanent now.* (Teacher 10)

> *It took me a long time actually, to secure my previous job I had about six months of supply teaching before I did my first term as an NQT.* (Teacher 9)

> *If you're lucky your final placement might have a job that you can obviously apply for, but I wouldn't say you get it automatically... but for me, my school did have a job going but I didn't apply for it because I didn't feel like that school was suitable for me.* (Teacher 7)

7.43 Some of the interviewees reported that they had poor experiences in schools in which they had managed to secure a position and felt the need to leave and find alternative positions as a result, resulting in their NQT year being completed in more than one school:

> *I had about six interviews I think the first time round, and I did get a job at a school and I did accept it, but I didn't last there very long to be honest, because then I found out that no, that school wasn't great, so I wasn't there very long...The Ofsted rating wasn't very good so everyone was flapping about that, and didn't really feel like I had support, so I left at Christmas, so I was only there one term...and I was still doing my NQT and they were like, 'you're gonna fail, you're gonna fail' but I wasn't having the support, so I was just doing what I thought was right, which happened to not be right, it was horrible.* (Interview 7)

7.44 This had resulted in some trainees being delayed in completing their NQT year. One participant talked about the job insecurity he had experienced, and how he anticipated having to complete his NQT in three different schools:

> *It's quite stressful because I don't know, a few months ago I didn't know if I'd be employed by September, I didn't know where I'd be going, and I'm finding it quite frustrating at the moment, I'd rather just have a permanent job rather than just doing a term here, and a term there.* (Teacher 9)

Interviewing for a teaching position

7.45 Some of the teachers talked about the process of applying for teaching positions. The process was viewed as stressful and for some, occurred during a key time when they were focusing on passing their courses. A few of the participants felt that their courses could have provided more assistance in preparing them for the process, and provided advice on supply work, which a few of the participants had considered or taken on because they had been unable to secure a contract.

7.46 Some of the participants talked about the intense nature of the teacher recruitment process, particularly in the requirement to prepare and delivering an observed lesson. One participant reported how a school's recruitment practice had compounded the stress of the situation and alienated her from applying to that school in future:

> *The worst one that I went to, I went to an observation and there were six other people and they were deciding on the day whether you were going straight through to interview or not. But they called you out as though it was, kind of X Factor, it was horrible, they called you out one by one, so you had no idea whether they'd gone through to interview or they'd gone home... I think if that had been my first one it would have put me off... it's put me off applying for that school again.* (Teacher 12)

7.47　Another interviewee talked about poor recruitment practices within his school where he was teaching on a fixed term contract and had applied for a permanent job several times. The process undermined him as a professional and resulted in him losing confidence in his ability:

> *I applied every time they had a vacancy and I never got called through for an interview, I never even got spoken to by the head teacher... yeah, it was awful... the worst part was I'd be turning up to teach my lesson and the head teacher would be there and she would be saying, 'Oh, we've got an interview with your class, can you come back in half an hour?' and this would be for a job I'd applied for... the head teacher didn't speak to me about my applications at all.* (Teacher 9)

Getting established in a school

7.48　Many of the participants talked about the difficulties of joining a school and establishing themselves as a teacher. The transition was viewed as particularly challenging for people who had trained in university based courses. However, even for trainees who had been based in schools, the transition to taking full responsibility for a class, with the associated tasks, was viewed as challenging:

> *I found the whole thing quite difficult at the beginning of the year, but I've had a really supportive team luckily and they've kind of dragged me through...it took until the middle of the second term really until I felt like I was doing an okay job... my planning was a bit off, and it didn't have enough detail in it, and then my lessons there weren't enough key questions in... things like that.* (Teacher 10)

7.49　This was particularly the case where participants had previous experience in the school in non teaching roles. One teacher, who had anticipated that she would become a teacher and remain in the school in which she been a Higher Level Teaching Assistant (HLTA) for some time found that it was difficult to establish herself in a teaching role because both students and staff viewed her differently:

> *Going as a teacher was hard because I wasn't seen as a teacher they see me as a TA and the children, it was tricky because they didn't see me as a teacher I knew had to go somewhere else. It made me open doors that there is a world out there. I always thought 'Ooh I'll just stay at my school, and it'll all be ok' but actually it wasn't.* (Teacher 1)

7.50　Some of the interviewees reported that school induction processes were poor. Experiences included not being made aware of school policies on behaviour and marking, who to ask for support, where meetings were held, and where to find supplies. This was especially important for participants who had no experience of working in schools.

A few of the participants reported not knowing what questions to ask and what they needed to know at the start of the year:

> *More right at the beginning that was the most panicky time... so I'd have quite liked more of, this is where this is, and if you ever need this, this is where to go. Just advice on how to start the year in the school and kind of, because I think I didn't know what questions to ask, and who to ask what when and, where the policy is for...* (Teacher 12)

7.51   One participant who reported that on his first day in the school where he was to begin his NQT induction, he was expecting a training day, but instead, upon arriving was told that he would be meeting with his students' parents that afternoon to discuss their progress, with no preparation and having not met his class:

> *Well the first day I started at the...school I turned up expecting it to be a training day, and I was told that I was going to meet my form group's parents because they have a parents evening, but it's during the day...and I was just given this massive wad of data and they were just like, these are your appointments, these are the people you're going to be meeting, you just need to discuss the data and their progress, and I hadn't even met any of the students I was talking about... I asked for some support actually from the teaching assistant who'd worked with some of the students in the class.* (Teacher 9)

Mentor Support

7.52   The participants reported that the relationship that formed between a mentor and new teacher during the NQT year was of key importance to the success or failure of a trainee. Good support from a mentor included both practical and emotional support. Effective mentor support was associated with being available and open while at the same time grounding them in the reality of what was achievable and what was unrealistic:

> *She's always available if I need to go in and ask her anything at all, and she said, 'Any question is not a stupid question', you know you feel like, 'Oh I don't want to ask that because by that point I should know that', but she's not made me feel like bad at all about asking things.* (Teacher 10)

7.53   Poor mentor experiences ranged from mentors who were well-intentioned but too busy to provide support, to occurrences where mentors behaved in an unprofessional and intimidating manner towards their mentee:

> *...could always talk to mentor but she had so much else to do...it was complete chaos, nothing was in place to teach properly...The head teacher of the school, she was rubbish*

because she had no idea what she was doing, they employed a new deputy head teacher and she had to take on all the stuff the head teacher had to do and her role herself, and she was my mentor, so she had to split herself in three ways even more because she was also key stage one leader... so she looked for a new job, everyone really started to look for new jobs, it was absolutely mental. (Teacher 4)

I did a lot of crying in my NQT year from frustration as well, and fear, she was just horrible...the mentor is vital because they are your everything, you go to them about everything they are your sounding board they are your advisor they are your friend. They are the person you go and cry to, you've got to like them...It was not fair on me, this is my year to prove myself it's not fair that you've given me her. (Teacher 1)

She looked at me as an extra resource, another member of staff, she didn't understand the difference between being a manager and a mentor. (Leaver 1)

Accessing other support

7.54 The participants' interviews conveyed the importance of support, not only from their mentor, but also colleagues and the Senior Leadership Team (SLT) at the school:

It was really good, I worked alongside another teacher so she was able to help me with assessment and planning and things like that, but she wasn't my mentor, the mentor was the year six teacher, and then the head teacher was like, 'are you okay, have you got everything you need' so it wasn't just one person giving the support, it was to a degree the whole school. (Teacher 7)

7.55 Some of the participants reported that they had felt confident in asking for support, and had been able to access the support that they needed:

I'm not afraid to ask for help that is a real good tip for an NQT don't be afraid to ask for help because you're meant to ask for help it's very much you feel like you've just been left on this island but you haven't but you need to be the one to make this happen. (Teacher 1)

7.56 However, some of the participants reported that while they wanted support from their colleagues, they felt that they would unfairly burden them by asking for what they needed:

Everyone was doing their own job, people were really really helpful, but you would go to them for help, and then I'd feel awful because you were asking them to do something on top of what they were doing. (Teacher 2)

7.57   A few of the participants' accounts revealed that they had felt unable to ask for the support they needed because they wanted to be viewed as capable by their colleagues and the SLT. This was of a particular concern for the participants during their NQT year when they were undergoing assessment of their abilities to teach:

> *You feel like, obviously you're in the wrong job if you do ask for more help, even if probably they wouldn't have thought that... but I kind of felt like I can't ask for more, otherwise they'll think I'm rubbish at my job.* (Teacher 4)

7.58   This was of a particular concern for people who had been employed on short contracts, who felt an added pressure to perform in an attempt to secure further employment in their schools:

> *I think you get afraid to ask for things as a new teacher, so I think it would be nice to say, don't be afraid to voice your opinion if something's not working and ask for help I think, is the main thing, because you kind of get scared that people are going to think 'Oh, she doesn't know what she's doing'...and particularly because I was only there for a term, and wanted to be there for longer I was kind of trying to prove myself in that first term more than maybe I would have done had I known I'd got the whole year.* (Teacher 12)

7.59   One of the participants cautioned that while it was important to get support from colleagues, the SLT played an important part in a support network and their practice had a significant impact on their experience:

> *That can only go so far when you don't have the support from higher up.* (Teacher 13)

7.60   One of the participants talked about the ongoing need for support from a school after the NQT year, and described how a supportive environment helped them continue to develop as a professional:

> *I feel like even if I've got problems, there's people that will help me, and I don't feel like it's a massive step from NQT, they still know that I've got areas to work on, no one's expecting perfection just yet which is good, there's not a huge sort of pressure, and I still go to the head for advice on, you know dealing with parents, stuff like that, and she'll always attend meetings with me so I don't put my foot in it or say something wrong, and it's helpful to watch her speaking and how to deal with, like, angry parents.* (Teacher 10)

Workload NQT year

7.61   Most of the participants talked about the long hours they worked during their NQT year:

> *In this particular school I used to be working from 7 o'clock in the morning... and I wouldn't finish until twelve, one in the morning, so I didn't see my children, so you can imagine why I don't want to go back to teaching.* (Teacher 8)

7.62 The participants found that marking, assessment and planning took a long time. Additionally, some teachers working in key stages reported additional pressures on their time, including preparing children for SATs and moderation of books:

> *I think that as a standard teacher it is pretty tiring and then on top of that having the SATs and the stress of trying to get all of the children to pass a test is quite hard, and then after that we were all moderated, so we had to make sure that all of the books, all of the things that we said the children could do, it had to show in the books...and being observed obviously.* (Teacher 12)

7.63 Some of the teachers talked in detail about how tasks became time consuming. For example, through the need to differentiate lessons for multiple different ability groups:

> *So you've got the lower ability, the SEN the EAL, the middle ability, the higher ability, the gifted and talented, all in the same class...teaching them it was really difficult, having to differentiate six different ways, planning and resourcing, though I was planning for one week of maths which was five lessons, I was differentiating at least five different ways for each lesson with resources, and I was working 7am to 6pm being chucked out by the caretaker and then coming home and continuing to plan.* (Teacher 5)

7.64 A few of the participants reported that their time management had improved during their time in school, that they had been able to reduce their workload, or that they anticipated that in future years they would be able to reduce their workload because they would have established resources that they could adapt as required:

> *Over the last term I've got better at time management and not taking work home... and also I feel more prepared, like it will be difficult, because I've got extra, I did have 24 and I've got 30, and also I've got less TA time as well, but I feel like I can work things around... It is a struggle, like at the beginning I tried to do everything that we were asked to do, and I feel like that's just not really realistic...things can wait if they're not vital.* (Teacher 10)

> *I think that's what got me through being very organised and very meticulous and dotting every i and Crossing every t. And I didn't*

have a life. I made sure after that I had a work life balance. (Teacher 1)

Finding the right school

7.65   Many of the interviewees discussed the importance of working in a school that matched their ethos and had good management and practice in place:

> *It's finding the right place, it's about someone who's actually going to respect you as a professional, 'you've got some really good ideas here, let's try and put them into place'.* (Interview 8)

7.66   However, a few of the teachers reported that it was difficult to get a full understanding of the school ethos and management until you worked there, and that they had been misled about aspects of their school during the recruitment process:

> *When they show you around they might not show you or tell you everything, so until you're actually there doing it, you don't find a true picture of the school.* (Teacher 7)

7.67   Two of the participants reported that they had been actively misled during recruitment, and that staff at the school had since acknowledged this occurred in order to encourage staff to work at the school:

> *It seemed amazing... it was a new school opened in 2013, the way they said the ethos was and their values, I really liked it...when I got there, half way through the term they said, 'Well we're really sorry we kind of lied to you but we kind of had to say that it's an amazing school otherwise no one would work here', this is actually what they said.* (Teacher 4)

7.68   Related to this, a couple of the participants talked about the pressure their schools were under to recruit and retain staff:

> *It's got huge retention and recruitment problems and we couldn't recruit to the school I was working at.* (Teacher 2)

Impact of school quality/management

7.69   The participants talked about the quality of the schools in which they worked and the different management practices. The participants reported a range of different experiences, from working in well managed and supportive environments to experiences in failing schools with negligent management:

> *If Ofsted would come in we would fail desperately, things were just not working at all... it was not coordinated...the head teacher had no clue what was going on every teacher just did what they thought was good, and it didn't work out.* (Teacher 4)

7.70   The participants demonstrated the impact of school policy and management on the everyday working practices of teachers:

> *You were expected to actually write them* [individual learning plans] *out three times, one on computer, one for the head of year, one for the children's books as well, one of them had to be handwritten, one had to be printed off, one had to be on the computer in a special format, so you couldn't just copy and paste.* (Teacher 8)

7.71   Some of the participants talked about a disconnection between the SLT and teachers, with teachers feeling un-consulted and unprepared for changes being imposed on staff. This was particularly unsettling for people who were just establishing themselves in schools and learning current practice:

> *I felt a little bit like the senior leadership team was not really supportive of the staff and weren't really encouraging in nature, they would often change some of the processes without really discussing it with staff members, it would be a sudden 'right, next Monday we're having this system in place, you need to make sure each lesson has it' and it was very off the cuff and sudden for staff members...I was just getting used to the school as it was run before...once I got used to the routine it would change again.* (Teacher 9)

Serious workplace issues

7.72   Some of the interviewees talked about severe workplace issues in their schools, one teacher reported that a fellow trainee at a school had left because they were racially abused and senior management at the school did not address the issue. Another interviewee reported bullying, and being shouted at in front of colleagues for reporting a serious issue occurring within the school:

> *He comes down whilst I'm eating my lunch and I'm sat down and he's stood up and he started screaming and shouting at me, 'What's inappropriate, what the f***ing h*ll is inappropriate about that... and what you going to your line manager for?'... I burst into tears, and then somebody was like, well you need to get your act together because you've got to go and teach, and I was like 'I can't, I can't teach in this state', like I was shaking, I was so frightened'.* (Teacher 3)

7.73   Another teacher talked about how she felt targeted by senior management and how other members of staff had been treated badly in their school:

> *It comes under the Disability Act, I just felt that somewhat it may have actually been that I was being targeted in that sense as*

well... or maybe it was just the fact that I was a bit more, I questioned things too much. (Teacher 8)

She was in absolute tears, because she was spoken to nastily, it was really nasty what had happened, she just packed up her stuff, she just took her bag and walked out. (Interview 8)

Poor pupil behaviour

7.74 All of the interviews covered issues surrounding poor pupil behaviour. Nearly all of the teachers reported that they experienced some low-level disruption in their classroom:

> *The low level stuff, it's just not following the rule, not putting your hand up... I don't know if it's their age or what, but that's an on-going thing, reminding them...* (Teacher 7)

7.75 Some of the teachers reported incidents of more serious disruptive behaviour:

> *The children have come from very difficult backgrounds, some of them have been looked after, so it was quite challenging... it was low level disruption at first, but then it went on to... they were quite disruptive where they would get up and they were fighting.* (Teacher 8)

> *The behaviour on the whole isn't too bad... even in my year R [Reception] class, I've had quite a few swearwords flying around, and not just the F word, we did have the C word, and obviously speaking to parents about that, but they don't really see it as a problem, they're like, 'oh I do it at home, so I suppose that's where it comes from', and oh, 'can you not?!'."* (Teacher 7)

7.76 Overwhelmingly, the teachers talked about low-level disruption as an anticipated aspect of teaching, and while it was described as 'frustrating' or 'an annoyance', it did not impact significantly on their overall job satisfaction:

> *And things like low level disruption, they're children...I'm teaching eight year old children, I have to remind myself, when I was eight, what was I doing."* (Teacher 5)

7.77 The teachers talked about the different ways in which they managed low level disruption, many placed an emphasis on positive behaviour reinforcement techniques and their effectiveness:

> *All they want is a bit of stability, praise, reassurance, that's all they want and they're okay.* (Teacher 1)

> *There are a couple of children who have aggressive tendencies, but we give them positive behaviour reward charts, so instead of*

> *negative things we try and focus on the positives and they try and earn smiley faces.* (Teacher 10)

7.78 A few of the teachers reported that they were not very confident with their behaviour management:

> *I would say like still, I'm not very confident with behaviour management, but I just hope that it comes with experience.* (Teacher 7)

Impact of school wide policy on behaviour management

7.79 Most of the teachers reported that there had been a school wide policy for dealing with poor pupil behaviour in the schools in which they had taught.

7.80 However, a few of the participants reported an absence of behaviour management policy, or the absence of any real implementation of policy, and a lack of support from SLT in dealing with poor pupil behaviour:

> *It was bonkers, one of the people said you survive by your wits in this place, and if you've got a good relationship with your pupils... and if you don't you're running a big big risk.* (Teacher 3)

7.81 Another reported that a lack of general school policy caused confusion amongst students, which in turn impacted on their behaviour:

> *The structure in the start and end of lessons, we have no school policy on that, so again they're all so confused when they go to new lessons, they don't know what they're doing, and we'd have a lot less low-level behaviour problems if the school were more rigorous in their policies and procedures, with discipline.* (Teacher 6)

7.82 Some of the participants reported that the behaviour management policies were poorly thought out and ineffectively implemented, and this left teachers vulnerable to the destabilising effect of poor behaviour in the classroom:

> *I had a child with ADHD and she was quite aggressive...there wasn't really much support, they were just like, 'just try and get someone to come and help when something happens'... it's hard when there's a class of 30 and there's this one person kicking off so I just have to take the whole class minus her out of the classroom.* (Teacher 7)

> *We have a vague policy, yeah, I think so, it doesn't work very well... we do have a huge amount of rules and systems but*

they're not implemented very thoroughly or very well at all levels. (Teacher 6)

7.83   One participant talked about how by placing the burden on individual teachers to arrange and supervise detention, they were discouraged from implementing appropriate sanctions:

> *If it's down to you, to arrange everything, more than once, it was the case that I had a lot on to do, and I would in some ways let things go, with making the phone calls, with arranging a detention etcetera, deliberately, because I had to prioritise in other areas, but that would have a negative impact on behaviour management.* (Teacher 13)

7.84   One of the participants' accounts demonstrated the positive impact that management can have on behaviour management, showing the impact of the policies and resources a new head teacher had invested in behaviour management:

> *Before it was just manage it, they're yours manage it, but now we have two behaviour support assistants and they take them away calm them down bring them back [it makes] such a difference you can actually teach a class... and that's another good thing, continuity around the school because they can't then play people off against each other.* (Teacher 1)

Early career satisfaction

7.85   Having examined the some of the key experiences of participants during their training, and early years of teaching, this section focuses on the career satisfaction of the participants and the key influences on this. This section is of key importance when considering factors to mitigate against low retention rates amongst new teachers.

Overview

The results of the interviews showed a breadth of experiences amongst the sample, and correspondingly some of the participants reported good levels of satisfaction with their career, many talked about serious concerns with their career choice, and a few reported that they had left teaching, or were in the process of doing so. Additionally, two participants reported that they had secured teaching positions abroad, and a further participant reported considering finding a job abroad, having recently left teaching in England.

Rewards of teaching

7.86   The interviewees talked openly about their passion for teaching and the rewards that teaching could offer. These focused on the teaching aspect of their role and contact with students. The participants enjoyed teaching, having a class of their own, seeing children understand new

concepts and learn new things, and were proud of being able to help children succeed:

> *It's just more rewarding and, there's certain parts of it that are amazing, so the teaching part of it is amazing and seeing the children get it, is great, and the adoration they have for you is amazing, and six year olds are pretty funny anyway, so they make me laugh, but at the same time it's exhausting.* (Teacher 12)

> *I really like just having my own class, and like when they get something, it's really rewarding.* (Teacher 10)

7.87 Teachers valued the close relationships that they developed with their classes and individual students:

> *I love them, writing their reports made me really sad, you get a bit attached to them because you're a human being and they are people they're not boxes on a shelf. You get in their lives, and you know their dad is in hospital or their baby rabbit has just died.* (Teacher 1)

7.88 Teaching was viewed as a vocational role that had the potential to be more rewarding than other careers, and people identified strongly with their role as a teacher:

> *Definitely I wouldn't go into it if you want money, but if you want the satisfaction, really feeling you've made a difference... it should be championed, I'm proud of being a teacher, you know, if anybody asks me what do you do 'I'm a teacher', I'm proud of that... I think it's one of the best jobs you can possibly have, to pass on what you know to somebody else.* (Teacher 11)

7.89 Some of the teachers talked about the negative consequences of their choice of a career, but considered that the benefits outweighed the costs, and that they were willing to accept these:

> *I know I've made the right decision in being a teacher, but there's times when I've been an absolute nightmare at home... but generally I know that being a teacher is what I should be.* (Teacher 12)

Confidence

7.90 Some of the participants talked about their growing confidence in their role gained through their experience. A few of the participants' responses conveyed how with growing confidence in their own abilities, and in particular, after passing their NQT year, they had been able to relax into their role and be more strict about their workload and the time they spent working:

> *In your NQT year it's all singing and dancing and you want to please everybody and you want to make a good impression but now I've gone down a gear, very much so. (Teacher 1)*

7.91   However, at this early stage in their careers, many of the teachers viewed their confidence as still developing and identified areas of practice that they would like to improve on:

> *I feel a lot more confident than I did this time last year, but still not 100%, I still feel like, nerves in observation, that is one of my main downfalls... because sometimes I lose my way in the middle, because I'm really flustered...so I've got some targets, planning, marking effectively, I think that's sort of an on-going one. (Teacher 10)*

> *Moderately confident, my teaching is okay, so probably just, having confidence to do my own thing a little bit more. (Teacher 6)*

Impact of NQT demands

7.92   Some of the participants reported that the additional demands of the NQT induction impacted on career satisfaction. These included difficulty with mentors, and an increased workload due to having to develop resources from scratch:

> *There are so many balls to juggle in the air at the same time... It is scary, I've had a few moments last year... I could have just said stuff this job it's too hard... I had the mentor from hell, she was put on the planet just to upset NQTs. (Teacher 1)*

7.93   For some of the participants, a supportive network, with realistic expectations had mitigated some of these stressors:

> *Someone said to me at the beginning that in your NQT year, you're allowed to be a little bit rubbish, and that's what's stuck with me this year, because no one's expecting you to go in and know exactly what you're doing, and I think that's really important to remember. (Teacher 10)*

> *Planning always took a while but I accept that was because I didn't have as much experience as other teachers so I would have to be looking for ideas where they probably already had ideas because they had already taught it. (Teacher 2)*

Salary

7.94   Many of the participants felt that they were underpaid in their roles, however, for most of these participants this was an expected consequence of perusing a teaching career and a factor that could be accommodated given the other rewards they got from teaching:

If you ever want to earn money, don't be a teacher, it's from somebody saying to me, 'I get that' or a smile or a result...I'm really looking forward to seeing how they're doing, I get satisfaction from that really, to me, money doesn't buy that. (Teacher 11)

The pay doesn't reflect what you're putting in...My dad is a factory worker, who gets paid maybe £100 or £200 less than what I do, and I put in twice as much as what he does in terms of hours, at least at the end of the day he comes home and he's knackered but he can switch off until the next morning... but if it was about the pay I wouldn't be here, because teaching isn't exactly a gold mine but I'm there because I love it, it's the passion for teaching. (Teacher 5)

7.95   However, for a few of the participants, low pay had been a significant factor in their dissatisfaction with teaching. Two participants reported that they had secured jobs abroad where they would be paid double their current salary, and another participant reported having moved to working in a private school despite having wanted to pursue a career in state schools:

There might have been a bursary for doing the PGCE but it wasn't worth as much as a job now in a private school that pays better, to be honest...I sold out my principles! (Teacher 6)

7.96   For this participant, for whom teaching was a career change, and who had seven years professional experience, pay in the state sector was a significant factor in his decision to teach in a private school:

I wouldn't flog myself like I do here, for the pittance of a pay in the state school, quite frankly...the pay's shoddy. Even as someone with seven years [professional] *experience...you start on pay grade one and have to flog your way up, and that wasn't particularly attractive, I'd have taken a pay cut of half if I'd have stayed in the state sector... it's alright if you're a graduate who's just come through, but if you're changing careers, completely uncompetitive.* (Teacher 6)

Undervalued and overworked

7.97   While most of the participants in the sample were able to accommodate the fact that they believed they received a low wage for teaching, the high workload that many experienced combined with a perception of low pay, resulted in a significant proportion of the sample reporting that they felt undervalued and overworked in their role. Most of the participants reported that they had a very high workload. Teachers discussed their working hours, which were frequently cited to be around 60 hours a week, or *'12 hours on a good day'*, a few of the teachers talked about averaging their pay over the hours worked to find that they were paid, in real terms, below minimum wage:

I spent a lot of time feeling very angry at this system, I feel underpaid, I feel it's under resourced, even at the school I am now... as fantastic as it is... I listen to my other friends who are graduates who are working for law firms, working for banks, for charities, that sort of things...I listen to them and I think, I'm treated like dirt, I'm under paid, on my contract on my payslip it says 32 hours, I do more than 32 hours! I do about 60 hours a week, because of the Ofsted expectations, because of the government expectations. (Teacher 3)

It was the workload, it was impossible to keep up with. (Teacher 8)

I've been high performing... could have done anything... I genuinely could have done anything, I still can... I'm currently studying for a Masters... [I] could go on to do whatever I want to but I want to be a teacher, but funnily enough, it's not financially viable anymore, for the skill set I've got, it's mental...So I'm like, 'Oh I give up on the UK, to hell with it'. (Teacher 3)

Health and wellbeing

7.98   Many of the participants talked about the impact that teaching had on their personal life. For a significant proportion of the sample, demands on their time as a result of teaching, had affected their ability to maintain a good work/life balance, and had impacted on their health and wellbeing. Participants mentioned increased physical health problems, delayed healing, problems with insomnia and other mental health impacts.

It was things like, not being able to sleep, thinking oh my god, I need to prepare so many resources. (Teacher 4)

The whole vision of Teach First is to get young redbrick Russell group university graduates into teaching and the irony is that I've quit, I quit with a term to go, I incurred an extra £2,000 because I took on the masters... lost my mental health really, I spent hundreds of pounds on therapy probably going into thousands of pounds now, was on antidepressants for 18 months, my self esteem was shot to pieces...(Teacher 3)

I think what's really sad is the work life balance... I said that had I been working in a sweatshop in china I'd probably would have had more of a life, honestly it was really really heartbreaking, and the amount of times my parents have begged me to quit, because I've come home snappy, unable to give them that time, or unable to have the energy to talk or have a conversation after school. (Teacher 5)

> *I said I need a bit of help, she was like 'that's year ten, just deal with it'... I was in floods of tears, I put my foot down, 'I'm not going in front of that class, I'm going to collapse'.* (Leaver 1)

> *If you want a life, don't be a teacher.* (Teacher 2)

7.99 One of the teachers who had left the teaching profession spoke about how their life had changed since finishing teaching, and how she realised having left teaching that she had been unable to maintain a good family life with her children:

> *I'm feeling human again, my children, I looked at them... I remember looking at them and thinking, oh my goodness, they've grown up, it was like wow, they've actually grown up, that broke my heart, I thought, what have I done, in the year they had just literally changed, it was unbelievable, so yeah, that was hard, and now I feel like I've really had a chance to be part of their lives.* (Teacher 8)

Impact of bad experiences in the early years of teaching

7.100 Some of the participants in the sample had had bad experiences in the schools in which they taught. The confidence and career satisfaction of some of these new teachers had been significantly impacted on as a result. One of the participants talked about how a recent bad experience had left her reluctant to teach, despite loving the role and having worked hard to build a career in teaching:

> *It* [confidence] *was at an all time low, I came to the point where I actually felt, 'do I really want to go into teaching anymore?'... but maybe it's just one place and I thought that* [supply] *might help to get back into it really...I haven't yet, I've still been quite reluctant."* (Teacher 8)

7.101 Another teacher, who had also experienced bad practice in his school which undermined his confidence had managed to use supply teaching to rebuild some of his confidence in his abilities:

> *The first school I was at... if I hadn't gone in to supply afterwards I think that would have been it, which would have been a waste of uni and everything.* (Teacher 7)

7.102 One teacher, who worked in a school in special measures, reported being bullied by colleagues, and the impact this had on her early career confidence and satisfaction. Despite further positive experiences in another school which restored her confidence, she had recently secured a teaching position abroad:

> *The school had failed miserably and I don't think anybody wanted to accept that... when the inspectors came in, straight away it was in special measures, straight away, it was a joke.*

When I said I'm being bullied by the other people in the department, the Union rep was like, 'Well you should just quit because there's a lot of that going on in your department'... [Interviewee said to the head teacher]*'You don't care about my professional development, you don't care whether I improve, and you certainly don't care about these kids, I'm out of here.'.* (Teacher 3)

They were phenomenal, I said, can I come and start a term early and they took me with open arms, and they mentored me, I wasn't good enough to pass that NQT term, they said to me you're 9 months behind... I had several melt downs along the way and then turned up to the head teachers office crying and telling him that I was a terrible teacher and he needed to sack me and he said 'absolutely not' there's going to be another teacher crying in twenty years time, in your office when you're sat where I am and you'll tell them exactly the same, so it's been a bit of a full circle from horrendous to fantastic. (Teacher 3)

We'll get you passed and we'll get you up to where everyone else is, but it was only because of the grace, kindness and belief from that school that I genuinely believe I'm still a teacher now. (Teacher 3)

Quashed ambitions

7.103   Some of the teachers talked about how their early career ambitions had been unrealised as a result of the workload they experienced when teaching. Some of the participants talked about how their ambitions and high hopes of contributing as a professional, had been curbed by the demands of the job, leaving them disillusioned with the career. One participant who had recently left her teaching position, and was unsure about her future in teaching, talked emotively about the career she had always wanted and strived for:

I went in thinking I was going to contribute to the wider community and the wider life of the school and get really involved in everything, but once you realise how full on it is, and how much you have on your plate, doing things like after school clubs it's like, no way... yeah, like, art club and science club and all these things that I thought, I'm going to do all these things as a teacher... I always imagined myself as a teacher who was known by grandparents and I taught their parents and, one of those teachers who was well known in the community who had done a lot not just for the school, who had done a lot for the community, who knew the parents and the children and the grandparents and everything. (Teacher 5)

7.104   One teacher reported that as a result of poor management and support during her training her career progression had been delayed, she had felt unable to apply for promotions because she was behind where she

felt she should be and, additionally, had had to find further training to provide for where she missed out. This teacher had recently secured a teaching position abroad:

> *I've been playing catch up for a year now. I became an English teacher because I genuinely care about children's literacy levels ...if they have those qualifications I've given them choices, and now I feel my choices are being taken away from me, because I chose to be an English teacher, I chose the wrong thing, totally wrong...I wanted to be a head teacher, I wanted kids to come to school and for it to be their sanctuary for six seven hours a day.* (Teacher 3)

Impact of school systems

7.105 Some of the teachers expressed concern about changes to the teaching system and funding cuts which they felt could negatively affect their careers and the education that children were receiving:

> *...at the moment I wouldn't recommend going in to it, I would probably say wait until things change again and they realise that the cuts they're doing are not really good for students or teachers.* (Teacher 4)

> *I'll tell you what, the Academy fat cats are disgraceful the way they take money for their salaries and we can't even have glue sticks... Well I just went and bought some at the pound shop, oh I always have to do that, I think all teachers do that. We have a budget of £5 a half term but that's between two classes, of extras.* (Teacher 1)

> *Teaching is constantly changing... just when you're getting used to something... and suddenly baby out with the bathwater, this is even better.... and I can't stand that because you're not really given a reason why and you're not able to give your feedback.* (Teacher 5)

7.106 One teacher talked about her concerns that her school would change for the worse because of on-going changes to the way in which the school was run:

> *The Academy has just bailed out on us and now we'll be taken over by someone else or the DFE, as long as they pay us at the end of the day and we've got a job it doesn't really bother me...* [but I] *do sort of think am I going to like anybody new, are they going to change everything so much that it's not the job it used to be?* (Teacher 1)

7.107 Many of the teachers talked about pressures related to school testing, and how the system depersonalised children:

> *They're on flight paths, they're on trajectories, we talk about them as if they're quantities...they're kids and what we're doing is eradicating human nature.* (Teacher 3)

> *Schools are under pressure from the government and their ridiculous curriculum and ridiculous SATs and ridiculous assessment and ridiculous gradings, that puts pressures on schools, who obviously put pressure on their teachers, and kids, and I think it's unrealistic.* (Teacher 2)

7.108 One teacher talked about how she had felt that pressure to ensure children performed in tests had impacted on her ability to practice her profession:

> *At the beginning it was absolutely fine... but then when I started questioning certain things, it was a case of I was pushed down and I wasn't able to do what I thought was right for the children it was all about the tests and things like that...* (Teacher 8)

7.109 A few of the teachers mentioned their concerns about performance related pay and how this failed to account for the children's individual needs and backgrounds, and unfairly penalised teachers:

> *We're treating them like robots, if your product does not meet this output then you are not a very good worker, therefore you do not receive your pay progression.* (Teacher 3)

7.110 A few of the teachers talked about how they were unsure about how their job security and their teaching career would progress as a result of changes to the teaching system and cuts to school budgets:

> *A lot more satisfied probably than I was from the first school, but I think looking in to the future they say the budgets are being cut and everything so I don't know how it would be this time next year... I think by the sounds of it everything's just going to get tighter, so resources for the kids and opportunities for us as well.* (Teacher 7)

7.111 One of the participants talked about how the increased regulation and requirements in teaching resulted in a reduced quality of practice due to capacity:

> *What quality and standard do you expect if I have to rush everything, it's like a running treadmill and it's like that constantly.* (Teacher 5)

7.112 Some of the teachers talked about how good management could mitigate against external pressures on teachers, and conversely, how poor management was a major contributor to the excess workload on teachers:

I was talking to somebody yesterday who was saying that they have to measure the borders on their displays and stuff, and I was like, what, why?! (Teacher 10)

A lot of head teachers say the wrong thing, like... you've got to do all these lesson plans for Ofsted and this and that, and if you actually went away and read the policy, they didn't demand that at all, it was head teachers overreacting... they're just scared of Ofsted. (Teacher 6)

Oh, very, um I think it's just the team that makes such a difference having good people to work with and everyone's really helpful, and we all just sort of get on. (Teacher 10)

My head said, NQTs generally wear themselves out because they're trying too hard, so she told me to relax in the holidays and not burn myself out, and I think that's quite important. (Teacher 12)

Sustainability of teaching career

7.113 Some of the teachers reported that they were happy in their careers and planned to stay in the teaching profession for the long term:

I'm planning on sticking it out until retirement. (Teacher 12)

7.114 Other teachers expressed concern about the sustainability of their career given changes to the education system:

From my previous experiences and knowing the experiences of others and the changes happening in education at the moment I find it's hard to see a long term future in it...It's quite difficult to consider when you've wanted to teach for so long, I am currently doing an MA in education as well, so if I left teaching I'd still want to have some kind of job that links to education. (Teacher 9)

7.115 Some of the teachers had such low job satisfaction that they had left their teaching positions. One of the teachers, who still reported a passion for her profession, had recently left her position and was unsure if she would return to teaching:

There's lots of different factors involved really... as much as I enjoy teaching and I love it and I still think it's bittersweet, because there's nothing else that I'd rather do, I love working with children and I love teaching, teaching involves a lot more than teaching, perhaps sometimes it feels like the non teaching parts matter way more than the teaching does, and learning does. That's one of the factors, the workload is another, and filling in the paperwork, and the requirements of what we have to

do, the constant changes in the profession of what's required, what's not required, it's just too much I can't switch off. (Teacher 5)

I do not want to be a teacher who sits at work, moans and complains all day, about hating my job... you've got to take your happiness into your own hands and you've got to pursue it. (Teacher 5)

7.116 Some of these teachers planned to return, but were unsure how to go about it, others felt they needed to take a break from teaching, and others wanted to return to work in schools but not as class teachers:

I just thought I can't be doing with class teaching at the moment because it just takes hold of your life I'm too much of a perfectionist that's my problem ... for now HLTA so I've got some teaching responsibilities, assistant SENCO, little things, so it kind of fits me perfectly at the moment because I do get my evenings and weekends and I don't have to bring a lot of work home... (Teacher 2)

Before I leave completely hating it, and utterly not wanting to hear [about] *teaching again, I'd rather leave still liking but wanting to come back later maybe, having a break...I've got to earn some money, but there are other jobs out there, I think lots of other teachers feel hopeless like, what else is there what else could I do?* (Teacher 5)

7.117 Considering and deciding to stop teaching was often described as a heartbreaking process for the participants, who reported that they had worked hard for the career and still loved teaching, but found the career unsustainable in its current state:

I love working with children...It's such a shame, it's so bittersweet, I feel really disappointed in myself in a way, that I haven't lasted as long as I thought I would... I imagined myself, I've never wanted to be anything else, I've always wanted to be a teacher my whole life has built up to lead to this moment and I've got here and I've realised its not what I thought it was…all those years of working hard, praying to become a teacher and then getting here and saying, actually God, I don't want to be a teacher anymore. (Teacher 5)

The truth was I'd got to the point where I was starting to hate something that I'd gone into absolutely loving, and still to this day I absolutely love teaching in any way, it's just a passion of mine and that's why I went into it. (Teacher 8)

7.118 One participant reported that despite having worked towards a career in teaching for six years, she was unsure whether she would return to teaching and complete her NQT year:

> *I never say never because obviously six years working really hard in a degree to get a first class in and then five years TAing to get experience, it seems a long route to not even finish my NQT year.* (Teacher 2)

Teaching abroad

7.119 Of the participants who were leaving teaching, none had decided that they no longer enjoyed teaching, rather they found other aspects of teaching in England placed too high a demand on them. For a few of the participants, this had resulted in them pursuing their teaching careers in other countries, both in Europe and further afield:

> *I have considered going abroad as well, you know how they say, the grass is greener on the other side, I'd like to see what it's like abroad, and why teachers in their droves are leaving the UK.* (Teacher 5)

7.120 Two interviewees had secured positions abroad. One of the interviewees talked about how despite training in England and planning a whole career teaching in England his experiences had resulted in him leaving and returning to his country of origin to continue his teaching career:

> *I love teaching, for me it's a passion, but just not the way it's done at the moment...there was no intention whatsoever to go back* [to country of origin] *ever actually, I really wanted to stay here for it, but it kind of turned out that I can't do it...compared to* [country] *it's rubbish.* (Teacher 4)

> *I'm originally from* [another country] *so I was talking to a lot of friends at home who are also teachers, and I told them,* [and they said] *'oh my god, what's going on, how can this be'...and hearing all their stories and seeing how it's much better, I was like okay, I need to do something, so my position was okay, I need to finish my NQT year and then I can go back to* [country] *and teach there...You get more money over there, you get less workload...*(Teacher 4)

> *I'm emigrating...as a result, I'm working in a private school...To get the career I want, because I've always wanted to be a teacher,* [I've got to move abroad]*... even if I come back to the UK, I'd go to a private school, because I'm fed up of behaviour, I'm fed up of the expectation, like the children will say, 'Miss, were you worried when that teacher came in to check up on you?'* (Teacher 3)

Responsibility for failure

7.121 Some of the teachers who had low career satisfaction framed their experience as being a consequence of their own failings, this was often despite legitimate concerns regarding workload and the demands being placed on them in their career. A few of the teachers talked about their personal traits and how these impacted on their success. For example, how they were a *'perfectionist'* and that this trait made managing a teaching career difficult because *'there's always something that can be done'*:

> *It's getting worse, all the expectations on teachers, I think I completely unrealistic and completely unfair but I know I am a perfectionist that is one of my character traits.* (Teacher 2)

7.122 A few of the participants identified that there was a tendency to find fault with individuals who struggled rather than with the system that caused this:

> *We've got this culture in the UK and really in teaching, where if you quit you can't hack it, well actually no, you're preserving your mental health and you're wellbeing, it's not because you can't hack it, because that's a real rhetoric in teaching and I find that really belittling.* (Teacher 3)

7.123 Indeed, there was some evidence to suggest that even when teachers reported severe issues in their workplace, and recognised that excessive demands were placed on them, their narratives still conveyed a sense of personal failure for not being able to 'survive' in the career.

7.124 Two participants also talked about how they perceived that the accepted norm in teaching, in at least some schools, was overwork, and a poor work/life balance and that without accepting this norm, you would struggle to succeed:

> *When I went in to hand in my resignation letter, and I spoke to a higher member of staff about why I was leaving, it was because work life balance, and overall workload, she actually said to me, why don't you set one day aside for yourself at the weekend, so one day is yours, and I said, why not two, why can't I have two, why can't I have my evenings, the fact that you expect me to have just the one day and that's fine because everyone else does it and it comes part and parcel of the job, just because it's what everyone does, doesn't mean it's the right thing... and the fact that everyone else has accepted it, why should I give up and sacrifice that much for my job... that's when it hit me, it's never going to be okay, like, because everyone's accepted it.* (Teacher 5)

I felt ashamed of leaving, at the start they said in an accusing manner '50% of you will drop out', and if someone did, it was all whispers and rumours, but then I spoke to someone who had and he was like 'of course I did, it was ruining my life!.. it took ages to not take it as a personal thing. (Leaver 1)

Interviews with leavers

7.125 The leaver interviews demonstrated that the issues they experienced were very similar to the main sample. Both reported that their training was broadly a positive experience, but issues within the school and with workload had impacted on them significantly. For one, the workload and focus on assessment impacted most significantly, and the other reported significant issues with a lack of support from her mentor (who she reported had declined to complete mentor training), compounded by poor management at the school and changes to curriculum which led to confusion in her department, and an overwhelming workload.

7.126 That the experience of the leavers was very similar to the main sample is significant in that it highlights how prevalent these issues are and that they are the same issues that result in people leaving the profession.

7.127 Since leaving teaching, both of the interviewees had pursued careers in fields that were unrelated to teaching and reported that their level of work satisfaction was significantly higher than during their training/teaching. One of the interviewees had returned to her previous career that provided a significantly higher salary and lower workload. The other interviewee had pursued a new career but talked about the damaging impact her experiences had on her and the length of time it took to build her confidence after leaving teaching.

For a good year I've been called unprofessional, I had to drop out of a course I could do… It took me a year to feel worthy of applying to another job, I was utterly depressed. (Leaver 1)

7.128 Finally, one of the interviewees talked about how, after a first bad experience, she had found a more supportive environment in which to train, but her enthusiasm for teaching had gone. This was also reflected in an account from one of the main sample, and highlights how significant the early experiences of new teachers are.

Summary of interview Findings

Training

7.129 Training routes have diversified and the interviewees had followed a number of different paths into teaching. This flexibility was appreciated by some interviewees who felt they learned better through practical methods or who had previous experience and felt prepared to teach during their training. In general, the interviewees were positive about their experiences, though those who took one-year postgraduate courses noted that it would be difficult to be fully prepared given the time limitation. People who had pursued undergraduate routes appreciated the depth of knowledge they had acquired. A few participants reported bad experiences in their training, including serious negligence on behalf of their training provider and poor quality teaching.

7.130 Nearly all of the interviewees reported that training was unable to prepare them for the workload they experienced when they moved from training to teaching. Some of the interviewees identified that teachers were increasingly being required to work more closely with parents, and that training on how to work with parents would be beneficial. Additionally, interviewees felt that improved training on the teacher recruitment process, and supply teaching, would be helpful.

Establishing a career

7.131 The interviewees had a variety of experiences when transitioning from training to schools. While some had secured NQT jobs in schools where they had taught or had placements others had struggled to secure positions, had poor experiences in placement schools, or had only been able to secure fixed-term positions meaning their NQT training had been split over schools, occasionally with significant delays. The interviewees who reported bad early experiences in their schools reported significant impacts on their confidence and skill developments. Finding a good school to work in was viewed as key, however some of the participants reported that it was difficult to get a clear understanding of schools during the recruitment stage and a few reported that they had been misled about the school ethos and working conditions during recruitment.

7.132 Many of the interviewees talked about the difficulty of establishing themselves as a teacher. The interviewees frequently talked about the increased workload and responsibility they experienced. Poor induction processes at schools exacerbated the difficulty some participants experienced establishing themselves at schools, as did a lack of support.

7.133 Good mentor support was viewed as crucial for new teachers. This included both practical and emotional support. Good mentors were open, available and offered pragmatic and 'grounding' advice to new

teachers. Some of the interviewees had experienced poor mentor support, this was often because mentors were too busy but in some cases there were allegations of serious negligence and inappropriate behaviour. In addition to good mentor support, interviewees reported that support from colleagues and the SLT was vital. However, some interviewees felt a significant pressure to avoid asking for too much help, because they wanted to be viewed as capable in their role, especially where they were on fixed-term contracts.

7.134 The management style of the SLT was viewed as having a significant impact on career satisfaction. This impact was felt through the impact of school policy on the day-to-day workload and practice of teachers and morale of the workforce. This was particularly of note in cases where teachers felt that changes were imposed on staff rather than through a process of consultation.

7.135 Poor pupil behaviour was a common experience for the interviewees, this was mostly low-level disruption, which was viewed as a frustrating but anticipated aspect of teaching. The most significant factor in mitigating the impact of disruptive behaviour, was a good, and well implemented, school-wide policy on behaviour management.

Early Career Satisfaction

7.136 Some interviewees reported high levels of satisfaction with their career, many talked about serious concerns with their career choice, and a few reported that they had left teaching, or were in the process of doing so. Additionally two interviewees reported that they had secured teaching positions abroad.

7.137 The teachers talked openly about their passion for teaching, including those who had left teaching, or who had secured positions abroad. Teaching was viewed as a vocation and a very rewarding role, the rewards were described in terms of the relationships they developed with students and enjoyment of seeing children learn.

7.138 Some of the teachers reflected upon how their confidence and satisfaction had grown with experience and how after completion of NQT induction they had experienced less pressure and been able to relax into their role, these teachers talked about their ability to be more boundaried about the time they spent working when they were no longer being assessed.

7.139 During NQT induction people felt pressures in addition to those usually expected in a teaching role. For some interviewees these included a desire to perform without asking for too much help in order to demonstrate their competency, and the need to create teaching resources from scratch. School management and mentor quality had a significant impact on how these pressures were experienced.

7.140 Salaries were viewed as inadequate by the interviewees, however, many reported that this was an expected consequence of pursuing a teaching career and could be accommodated given the other rewards of teaching. Workload had a much more significant impact on the satisfaction of the teachers who were interviewed, and where salaries were a significant cause of concern, it was in light of the hours that the role demanded.

7.141 High workloads were experienced by most of the interviewees and many of the interviewees reported negative health consequences as a result of the time they had to invest in teaching and the pressure they felt to meet targets and deadlines. These consequences included both physical and mental health issues. Most of the interviewees reported that they had struggled to maintain a good work/life balance. Many of the interviewees reported working over 60 hours a week.

7.142 The impact of bad experiences in schools during the early years of teaching was significant. Teachers reported working in unsupportive environments, with bad mentor support and management, a few of the teachers reported incidents of serious workplace misconduct. Some reported that as a result of these experiences they had lost confidence in their abilities, decided to leave teaching, change career, or seek opportunities abroad. Some of the interviewees' narratives demonstrated the alienation of ambitious and passionate teachers who found a lack of inclusive and engaging management (in addition to a high workload and time demands) meant they were undermined as professionals and unable to progress their career in a way they desired. There was some evidence to suggest that early damage to confidence and satisfaction was not repaired by subsequent positive experiences in different school environments.

7.143 Changes to the schooling system in England provided concern for some teachers. Concerns were related to uncertainty about changes being implemented in schools, the impact of funding changes, fears about job security as a result of the political climate, the fairness of performance related pay, and the impact of an increased focus on assessment on both teachers and pupils. Many teachers felt very strongly that the current system depersonalised and fostered apathy amongst children and undermined their autonomy to practice teaching as a professional. Good school management was a major mitigating factor for some of these concerns.

7.144 While some teachers were very happy in their careers, others had become dissatisfied to the point that they had left teaching. Two teachers reported that they had secured positions abroad because they felt unable to work in the UK school system. Many of the teachers were concerned about the sustainability of teaching in the current system. Many of the teachers talked passionately about teaching, but found the negatives associated with teaching overwhelming. Some of these teachers described their long held ambitions to become teachers and

the routes they took to achieve their goal, and the overwhelming disappointment that they felt having realised that for them, teaching was an unsustainable career.

7.145 While the interviewees identified many systemic problems with teaching, there was a theme of self-blame underlying some of the narratives of those who had struggled in the early stage of their career – where they felt responsible for their failure despite poor training and early career support. Some teachers talked about how overworking and a poor work/life balance had become the accepted norm for teachers.

Section 8.   Conclusions and Recommendations

8.1   The following section draws together key findings from the survey and interviews and provides recommendations based on the findings.

New teacher retention

8.2   Of the survey respondents 3.8% had left teaching and 18.6% felt that they would leave within three years. This was reflected in the interviews, some of the interviewees had found teaching unmanageable and left, or were considering leaving, and two had secured teaching posts abroad. All of the teachers who talked about leaving or had left teaching viewed it as a difficult and sometimes 'heart-breaking' decision, describing how they still loved teaching but were struggling to work in the current school system. In research conducted between 2006-2008 just under half reported an intention to stay in teaching for the whole of their career, in the recent study, this figure was around 15%, this suggests that new teachers see less of a future for themselves in teaching than was the case ten years ago.

Salary

8.3   77.9% of the respondents felt that their salary was not fair based on their current workload, and interestingly, 47.3% had expected to be paid more. Many of the survey respondents, and some of the interviewees talked about how they had averaged their earnings per hour they worked and found they were working for less than the minimum wage. Despite this, most of the interviewees did not cite a lack of satisfaction with their salary as having a significant impact on their career satisfaction and this is reflected in the survey finding that suggested pay was not a key cause of an early decision to leave teaching.

Recommendation: Respondents accommodated what they felt was a low wage because of the other rewards teaching offered. Investigate these rewards, and how teachers at an early stage of their career can benefit from them, for example, how to foster an atmosphere where new teachers have the freedom to practice their profession autonomously.

Workload

8.4   More new teachers found their workload unmanageable than manageable, when asked what their primary concern was in regards to their teaching role, just over half the respondents (50.7%; n=137) referenced their ability to manage the workload. Many of the interviewees talked about the damaging ways in which their workload had impacted on their work/life balance, health, and wellbeing, and

some cited an unrealistic workload as the reason they were considering, or had left, teaching.

Recommendation: Ensure, as far as possible, that people considering entering the teaching profession are made fully aware of the realities of teacher workload, particularly during the NQT period. Consider what training might be made available to help new teachers manage this workload.

Poor pupil behaviour

8.5   Most new teachers dealt with poor pupil behaviour on an hourly or daily basis, most commonly, low-level indiscipline. Almost half of the respondents reported that poor behaviour impacted on their desire to stay in the profession. Poor pupil behaviour was a greater issue for teachers working in secondary schools than primary schools. Given the prevalence of poor pupil behaviour it is perhaps surprising that half of the respondents had received no training on this in the previous year. Of those who had received training, the most helpful type of training was reportedly an external training course run by NASUWT, followed by informal training from colleagues, and the least helpful had been internal school training sessions. Interestingly, the interviewees reported that while poor pupil behaviour occurred frequently, for most of them it did not have a significant impact on their job satisfaction, it was viewed as frustration but an expected and tolerated part of teaching. However, the interviewees did focus on the beneficial impact that a school wide policy on behaviour could have, and most reported that this was in place. Additionally, the interviewees discussed the need for good colleague and management support for serious incidents of poor pupil behaviour.

Recommendation: Encourage all schools to effectively implement a school wide-policy on behaviour management. Further utilise well-received NASUWT training on management of poor pupil behaviour to mitigate the negative impact that poor pupil behaviour has on new teachers.

Mentor support

8.6   Good mentor support during NQT induction was viewed as crucial. Poor mentor support was strongly associated with dissatisfaction in the early years of teaching, and was cited as a reason that some teachers had left teaching. Survey results suggested that a significant proportion of new teachers felt unsupported during their NQT year. Interviewees reported that poor mentor support often occurred because mentors were busy and had high workloads, however, some interviewees talked about the serious misconduct of their mentor. Good mentors offered both practical and emotional support and crucially, were viewed as able to mitigate some of the other significant causes of early career dissatisfaction.

Recommendation: Conduct further investigation of the qualities and impacts of good and poor mentoring.

School support

8.7   In addition to a supportive mentoring relationship, support from colleagues and SLT was viewed as essential during the early years of teaching. Survey results showed that there were some significant areas of concern in terms of missing support, such as support offered by SLT in behaviour management. Some of the teachers discussed a tension inherent in accessing support, particularly when under assessment during their NQT induction period: while these teachers needed support, they sometimes felt unable to ask for it, because they wanted to be viewed as competent professionals and were conscious that their abilities were being assessed. This was exacerbated in cases where teachers were on fixed-term contracts and were hoping to secure further employment in the school.

Recommendation: Promote proactive support networks for new teachers in schools. Additionally, support during the first few days a new teacher is in post is key, good workplace induction practices should be encouraged and new teachers should be prepared by being made aware of information they will need to have, and questions they should ask.

Management

8.8   The impact of school management systems and style had a significant impact on new teachers. This included on a practical day-to-day level, where strong policy implementation was viewed as helpful in different aspects of the teaching role, such as assessment, marking and behaviour management. Poor management could increase workload and result in poor working environments. Additionally, the management style of a school could foster a sense of career control and encourage ambition, or undermine the practice of new teachers and erode confidence. Interviewees talked about the negative impact of changes being implemented by SLT without consultation with staff, and how this impacted on their career satisfaction. Interestingly, respondents to the survey were more likely to report a lack of support from management if they worked in a secondary school, than a primary school. Finally, some new teachers mentioned the importance of finding a job in a school that matched their ethos and had good management, and how their ability to do so had sometimes been confounded by staff and SLT who provided them with misleading information about the school during recruitment.

Recommendation: conduct further exploration of management styles within schools, and their impact on the early career satisfaction to provide up to date findings concerning the impact of management on new teacher retention.

Changing working environment

8.9 Broadly speaking, the issues that teachers reported having significant impact on their career satisfaction have remained similar across the research conducted ten years ago, and the current work. However, as discussed, the proportion of teachers who view teaching as a long-term career has diminished, and the proportion of teachers who expect to leave teaching within three years has increased dramatically. This finding suggests that while the issues that new teachers face remain similar, something has altered which makes teaching a less viable long-term career option. It may be that the pressures have increased - while the workload new teachers faced ten years ago was viewed as unmanageable, it could certainly be possible that this workload has increased. It could also be that a change in cultural attitudes towards work has impacted, with people expecting to work in a number of different careers during their working life.

8.10 While it is difficult to be certain about the cause of the change in views of the sustainability of a teaching career, some of the interview data suggested that concerns about changes being implemented in the English school system were impacting on new teachers' experiences and satisfaction. These included fears about an increased focus on assessment that some felt reduced their autonomy and prohibited them from practicing their profession effectively, concerns about the fairness of performance based pay, and worries about local funding and job security.

8.11 What is clear is that many new teachers' experiences are challenging, and that at least some of these challenges can be exacerbated or mitigated by good early support. However, while it is, of course, beneficial to promote resilience in new teachers, and seek ways in which their experiences can be improved, it is important also to recognise that some of the pressures experienced are common to most new teachers and systemic. This is of particular relevance when, as emerged from the narratives of the teachers, there is an attitude that those who struggle in the career are to blame, it is the individual who fails to teach rather than a system that fails the individual. This research can also be viewed as an up-to-date resource concerning the demands that the teaching system places on individuals.

Identifying areas of interest for further study

• The interviews provided an in-depth look at the way a cohort of early career teachers felt about their career at one point in time. In future it would be interesting to examine changes in satisfaction and how experiences in early career develop. All of the interviewees provided consent to follow up. It would be of particular interest, for example, to examine the experiences of teachers who were considering leaving the profession, to see whether their job satisfaction improves.

- The retention of new teachers remains a concern. It may be useful to investigate how the rate of attrition compares to other vocational roles, for example, law or medicine, to establish whether trends observed in teaching are reflected in other professions or are particular to teaching. Additionally, it may be possible to learn from the training practices of other professions in order to develop practice in teaching.

- There was some evidence to suggest that the experiences of teachers in primary and secondary schools differed. Further exploration of these different experiences could reveal factors that aid retention of new teachers.

- Good mentor support is crucial for early career teachers. It would be beneficial to investigate the mentor mentee relationship to provide up-to-date evidence concerning common issues that occur and identify good practice.

- While not fully developed into a theme, some of the findings suggested that the experiences of people entering teaching after pursuing other careers differed from those who entered teaching straight from education. It may therefore be beneficial to investigate the different outcomes/satisfaction for people with work experience/who are going straight into teaching and identify targeted support required by these different groups.

- Examine the experiences of established teachers to understand how those who have remained in the career managed. Some of the feedback from teachers reported that the early years of teaching were the hardest. Case studies of those who have struggled but subsequently experienced improved career satisfaction may be useful for teachers at an early stage of their career.

- Conduct a closer examination of new teacher workload to understand how this breaks down, and to develop specific guidance on how this could be managed.

- Take a closer look at the negative impacts experienced by teachers in the first few years of teaching, including prevalence of physical and psychological health problems experienced.

- A focus on those who have left teaching in order to understand, from those who have left, what aspects of the career resulted in them finding a teaching career unsustainable.

- Examine attrition rates within the broader context of current attitudes towards careers, for example, do people who are just entering training think they will stay in whole career, and then become disillusioned, or has there been a shift in the way people view teaching towards a short term career option?

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Appendix 2. Invitation to Take Part in Research

Invitation to take part in research

Perpetuity Research has been commissioned by NASUWT, to carry out a study of the experiences of teachers who are at an early stage of their teaching career.

This research has been commissioned because NASUWT want to be able to better understand the current key issues facing teachers entering the profession; they will use the findings of the research to guide the development of their work.

We are emailing you to invite you to be a part of this research. We want to gather the views of as many people as we can and get a full picture of the experiences of teachers in their first two years of teaching.

Part of this research is a survey, which will take between 12-14 minutes to complete and can be found here:

https://www.surveymonkey.co.uk/r/NewTeacherSurvey2016

We would be very grateful if you would share your experiences, and as a token gesture, Perpetuity is offering an incentive of £200 in shopping vouchers to a randomly selected person who completes the survey.

The information you provide will be collected and analysed by Perpetuity Research, NASUWT will never be given the names or contact details of people who take part in the research, and no identifying material will be used in the research report produced.

In addition to this survey, Perpetuity Research will be carrying out interviews with teachers who wish to share more in-depth information about their experiences. If you would be happy for Perpetuity to contact you about this, there is an option for consent to contact at the end of the survey.

Appendix 3. Consent Information for Interviews

Consent information for new teacher interviews

Please read through this consent information before you agree to take part in the interview. If you have any questions or concerns about this information please let me know. When I telephone you, I will go through these points with you to confirm your consent.

This research is being carried out by Perpetuity Research on behalf of NASUWT and is being conducted by Josephine Ramm (social researcher) and Professor Martin Gill (director of Perpetuity Research). The project has been designed to gather data about the experiences of people during their first years in the teaching profession. Approximately 30 people will be interviewed for this research.

Your participation is voluntary. You won't be paid for the participation. You may choose to stop the interview at any time, and may withdraw your data at this point. Additionally, if you choose to, you have the right to withdraw your data from the research within 14 days of your interview. To do this, please contact Josephine Ramm (j.ramm@perpetuityresearch.com).

If you wish, we will enter your name into a draw to win £200 of shopping vouchers as a token of our appreciation (and your participation in this will not be prejudiced if you withdraw your data). This draw will include interviewees and people who have completed an associated questionnaire and will be conducted after the data collection is complete. You will be notified by email if you have won.

We anticipate that for most interviewees the discussion will concern their professional experiences and should not be emotive. However, some interviews may cover difficult experiences (e.g. dealing with pupil aggression). Should you feel uncomfortable in any way during the interview please let me know. You have the right to decline to answer any question or end the interview at any point.

The interview is expected to last approximately 30 minutes, notes will be written and the interview will be recorded.

You will not be identified by name in any of the reports that are produced using the information you provide, your confidentiality as a participant will remain secure. Additionally, the name and the area of the school where you work will remain confidential. Any data you provide during interview will be identified only through broad categories, e.g. 'female in her 40s working in an inner city academy'.

If you have any questions or concerns about the interview please let me know, either by email, or before the interview begins.

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