

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

NASUWT
The Teachers' Union

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SECTION 1: INTRODUCTION

- 1.1 This report presents the findings from a five-year programme of research on newly qualified teachers (NQTs).¹ In November 2002, Perpetuity Research and Consultancy International (PRCI) Ltd was commissioned by the NASUWT to undertake a scoping study to inform a national plan to develop a comprehensive research programme on violence and indiscipline in schools within the UK. The research found that poor pupil behaviour was a significant issue; however, research into the area was outdated. A study for the then Department for Education and Employment² found a relatively high prevalence of pupils assaulting staff, one in six schools (16 per cent) had experienced level one assaults (spitting, pushing and unwanted touching), one in five (19 per cent) had cases of level two assaults (hit with fist or hand, punched or kicked) and in three per cent of the 2,000 schools surveyed level three assaults had occurred (hit with a weapon or other object). In March 2001, a survey commissioned by the NASUWT found that more than a quarter of teachers reported disruptive or violent pupils and indiscipline as a major concern. Furthermore, the PRCI study commissioned in 2002 found training on behaviour management was seen by teachers to be inconsistent and out of date with the current climate of the school environment.
- 1.2 The findings led to the identification of priority research programmes, which broadly surrounded four key areas. These were identified as:
- research programmes relating to schools;
 - research programmes relating to parents/guardians;
 - research programmes relating to pupils;
 - research programmes relating to measures/interventions.
- 1.3 One research area of particular interest that emerged as a result of undertaking the scoping study, was that of the professional development of NQTs, focusing upon levels of preparedness for their first post in teaching following the gaining of Qualified Teacher Status (QTS). Emphasis upon NQTs' initial thoughts and perceptions surrounding managing classroom behaviour in their first teaching post was of particular interest, as was tracking a number of NQTs throughout their teaching career, in order to explore the development of skills in managing pupil behaviour, and the strategies acquired and implemented to resolve problem behaviours.
- 1.4 As a result, PRCI conducted a five-year longitudinal programme of research to explore the professional development of recently and newly qualified teachers across the UK. A five-year longitudinal study was used because it marks the critical timeframe within an NQT's teaching career in that over a quarter of those who leave the profession do so within the first five years.³
- 1.5 The research programme had two key parts. One was to survey NQTs at key points in their careers. Firstly in the Summer on completion of their initial teacher training (ITT) and secondly in April, two terms into their first teaching post. The survey explored NQTs' level of preparedness, with a particular focus on the management of classroom behaviour (such as incidents of low-level indiscipline, bullying, and violence).
- 1.6 Secondly, the research programme sought to establish views and perceptions of NQTs surrounding the management of classroom behaviour and to track their professional development from their initial point of entry into the teaching profession over the

¹ Called beginning teachers in Northern Ireland.

² This became the Department for Education and Skills (DfES) and is now the Department for Children, Schools and Families (DCSF).

³ Smithers, A and Robinson, P (2003) *Factors Affecting Teachers' Decisions to Leave the Profession*. Research Report RR430, DfES. Available from: <http://www.dcsf.gov.uk/research/data/uploadfiles/RR430.pdf>.

five-year period. The purpose of this was to examine the development of skills in managing pupil behaviour and strategies used to help resolve problem behaviour throughout the course of a career in teaching.

- 1.7 The project commenced in 2003/04 with phase 1: a national survey of NQTs to provide an initial baseline and scoping study. This also served to identify NQTs' willingness to participate in the five-year longitudinal research. This report presents the findings from the five-year programme of research.

SECTION 2: METHOD

- 2.1 The NASUWT was keen to obtain long-term findings and therefore the research was of a longitudinal nature, collecting data over a five-year period. Longitudinal research is particularly useful for exploring changing attitudes and behaviour, and is therefore an excellent way to explore the professional development of NQTs throughout the first five years of their career in teaching. The NASUWT was also keen to map and track NQTs' preparedness in addressing issues of indiscipline, bullying and violence in the context of a classroom environment. Repeating this over a five-year period provides the opportunity to explore the impact of changes to teacher training programmes or policy.
- 2.2 This is a UK-wide study; NQT and recently qualified teacher (RQT) participants were from England, Wales, Scotland and Northern Ireland. However, it is important to note that the vast majority were from England. Furthermore, it is worth stressing that the contextual environment experienced by NQTs and RQTs across the UK will differ according to local employment and economic trends and policy.
- 2.3 The research programme used both qualitative and quantitative methods to meet the different aims. Consequently, there are two parts to the study; firstly, PRCI designed a similar survey to that used in 2003/04 to use on an annual basis with new and recently qualified teachers accessed via the NASUWT membership database to identify any change in attitudes and perceptions among this group. This provides quantitative findings. Secondly, PRCI has tracked the professional development of approximately 30 NQTs identified in the 2003/04 study throughout the initial points of entry into the teaching profession using one-to-one interviews. The interviewee findings are purely qualitative to provide in-depth contextual information.

QUANTITATIVE STUDY

- 2.4 In August 2003, PRCI designed and disseminated an exploratory questionnaire, using open and closed questions, to NQTs on completion of their training before they started their first teaching post via eight seminars held by the NASUWT across the UK. In total, 245 questionnaires were completed by NQTs from a number of locations. The questionnaire explored their views and opinions on a range of issues prior to entering their first teaching post. The survey covered a range of aspects, including levels of preparedness, areas of concern and support/training required when entering teaching. This survey is referred to as the 2003 Summer survey throughout.
- 2.5 During March and May 2004, PRCI designed and disseminated a new exploratory questionnaire, using open and closed questions, to use with NQTs two terms into their teaching careers. The surveys were disseminated to those who completed the first survey and had expressed an interest in participating in the study and also at a seminar held by the NASUWT. In total, 75 questionnaires were completed. The purpose of the survey was to obtain the views and opinions of NQTs on a range of issues two terms into teaching. The survey differed from that used in August 2003 scoping NQTs' experience of and response to behaviour issues in school, the support and training received since entering teaching and the impact of their experience on their desire to remain in the teaching profession. This survey is referred to as the 2004 Spring survey throughout.
- 2.6 The findings from the 2003 and 2004 scoping surveys were used to inform the development of two larger national online surveys of NQTs. The first used the findings from the 2003 Summer survey to develop a closed question survey for NQTs on completion of their teacher training to explore satisfaction with training and levels of preparedness. In July 2006, all NASUWT members qualifying before September of that year were sent an e-mail letter and link to an online survey hosted on the NASUWT

website, a reminder e-mail was also sent prior to the online survey being closed in the September of the same year. The survey referred to as the 2003 Summer survey throughout focused on levels of preparedness and satisfaction with training. In total, in 2006, there were 2,165 completed surveys; however, once duplicate entries were removed and the data cleaned, only 1,987 entries were analysed. The survey was repeated in July 2007 to determine whether there were any changes in the experience of NQTs and obtained 619 completed surveys, which, after data cleaning, reduced to 578.

- 2.7 The second survey used the findings from the 2004 Spring survey to develop an online survey consisting entirely of closed questions for NQTs two terms into their teaching career. In March 2007, all full members of the NASUWT who qualified during the preceding year were invited to complete an online survey via e-mail. The second survey, referred to as the 2004 Spring survey throughout, explored experiences in the classroom and satisfaction with career two terms in. In 2007, 303 surveys were completed in total; however, after data cleaning, only 296 were analysed. Again the survey was repeated a year later and in 2008, 488 surveys were completed, which reduced to 442 after data cleaning.
- 2.8 It is important to note that the samples are slightly different and do not contain the same individual respondents; however, they have similar demographics meaning that comparisons can be drawn. The results were explored in order to identify any significant differences⁴ in the survey results according to age, gender, ethnicity and disability or impairment.

THE SURVEY SAMPLE

- 2.9 The full demographics of the survey respondents can be seen in Appendix 1. Table 2.1 provides a brief overview. In all of the surveys, respondents were from across the UK. It is clear that the samples were very similar demographically. For all surveys, the vast majority of respondents were female (from 77 to 82 per cent) and white (from 91 to 95 per cent). The mean ages were between 28 and 32 years. In terms of ethnicity, this is broadly in line with the proportion of white teachers in local authority (LA) maintained schools in January 2008 (89 per cent).⁵

Table 2.1: Survey respondents

	Summer 2003	Spring 2004	Summer 2006	Spring 2007	Summer 2007	Spring 2008
Number of respondents	245	75	1,987	296	578	442
Female	82%	79%	81%	79%	81%	77%
White	91%	95%	92%	91%	94%	95%
Mean age	30	31	28	30	30	32
Disability or impairment ⁶			4%	6%	4%	6%

⁴ Chi square significance tests have been carried out on the data where $p < 0.05$. Where a result is significant, this means that there are differences in the results that are likely to be due to the relevant variable e.g. age, gender, ethnicity, or disability or impairment.

⁵ DCSF (2008) *School Workforce in England (including Local Authority level figures) Revised*. Available from: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000813/index.shtml>.

⁶ This question was not asked in the 2003 Summer survey or the 2004 Spring survey.

- 2.10 In all of the Summer surveys, most respondents had achieved a one-year PGCE and were trained to teach Key Stages 3 and 4 and post-16. The vast majority had secured a post that matched the age group and subject for which they were trained. The vast majority of the respondents to the 2004 Spring survey had been teaching for two terms. Most of the respondents to the 2007 and 2008 surveys had secured a teaching post in a local authority secondary school teaching Key Stages 3 and 4. This was not asked in the 2004 Spring survey.

QUALITATIVE STUDY

- 2.11 To support the findings from the quantitative surveys, telephone interviews were used to provide an in-depth insight into the professional development of NQTs throughout the first five years of their career in teaching.
- 2.12 Those participants that completed the survey in 2003 and agreed to be involved in the ongoing study were contacted again with details about the longitudinal study. In total, 30 participants agreed to be involved; however, in the final year, one of the participants could not be reached and therefore only 29 interviews were carried out in 2007. Interviews took place between June and September 2006 and June and September 2007 via telephone using a semi-structured interview schedule. The interviews explored a range of aspects including the strategies developed and used to deal with problem behaviour in the classroom and to explore what works and what doesn't work as well as to gain retrospective accounts of handling and managing classroom behaviour.
- 2.13 The interviewee findings are purely qualitative to provide contextual information. Because of the small number of interviewees, the actual numbers are not always cited.

THE INTERVIEWEES

- 2.14 This section provides a summary of the demographics of the interviewees; for more details please see Appendix 2. At the time of the final interview in 2007, interviewees were aged from 26 to 49 years with an average age of 35. The majority of interviewees were female, only seven were male. One of the interviewees was Bangladeshi, three were white Irish and the rest were white British. Four interviewees were teaching in Northern Ireland, one in Scotland, two in Wales and the rest in LAs across England. In 2007, all but one of the interviewees had been teaching for between three and a half and five years. One interviewee had only been teaching for 18 months; this was reported to be because of a shortage of appropriate teaching positions in North Wales.
- 2.15 Most of the interviewees had PGCEs although three had Bachelor of Education (BEd) degrees and three had completed the Graduate Teaching Programme (GTP). Most were trained to teach years 7 to 11 or 13, whilst seven were trained to teach at primary level. In 2007, two of the RQTs were working as supply teachers.
- 2.16 In 2006 and 2007, the majority of the interviewees worked in local authority schools. In 2007, of those that did not work in LA schools: four worked in foundation schools, two in independent schools and one in a city technology college.⁷ The number of pupils on roll in the schools where interviewees taught varied from a primary school with approaching 50 pupils up to a secondary with 2,200.
- 2.17 None of the schools in which the teachers were working in 2007 were in special measures, although one had very recently come out of concern. Interviewees were asked about the level of deprivation for the school's catchment area. In many cases they could not provide a definitive answer; however, nine reported the area was highly deprived, two thought it was about average and 12 reported it had low levels

⁷ One teacher was providing supply teaching support and had therefore worked in a variety of schools.

of deprivation. For six of the schools, the catchment area attracted pupils from both high and low areas of deprivation. Nine of the schools were in rural areas, one in semi-rural, two classed their schools as suburban and sixteen were in urban areas. The primary supply teacher worked in both rural and urban schools.

METHODOLOGICAL CHALLENGES

- 2.18 One of the study's main challenges was ensuring that the qualitative sample size did not drop too low and maintaining contact with the interviewees over five years. The offer of free NASUWT membership and regular contact, for example using Christmas cards and e-mails to keep them up to date with the research, succeeded in maintaining interest for most of the interviewees. Indeed, most were eager to share their experiences of teaching and have the opportunity to voice their concerns and share what they had learnt with others.
- 2.19 More problematic, however, was completion of the NQT surveys. As can be seen above, in the first year of the research, a large proportion of NQTs completed the survey (over 2,000). Unfortunately, this very successful response rate was not replicated in the succeeding surveys, which impacted upon the likelihood of finding significant differences for some of the analysis. Furthermore, a noteworthy proportion of respondents did not fully complete the survey; however, their responses were still included where possible. It is possible that the timing of the 2004 Spring survey led to a smaller response; over the Summer, NQTs have more free time to complete surveys, while Easter holidays may be busier planning for the next term. With any research topic, ensuring a large response to surveys is difficult, and the total of 3,300 respondents is very positive.

SECTION 3: PHASE 1 FINDINGS

- 3.1 Phase 1 was a scoping study to explore a range of issues relating to NQTs and also to provide a baseline for the longitudinal research. Phase 1 consisted of two surveys, one of NQTs in the Summer of 2003 on completion of their teacher training and prior to entering their first teaching position, and a second survey in the Spring of 2004 once NQTs had been teaching for two terms.

SUMMER 2003 FINDINGS

- 3.2 The 2003 Summer survey explored how well NQTs felt that their teacher training had prepared them on completion of the training prior to entering the profession. The main findings are presented below.
- 3.3 The age range and ethnicity of questionnaire respondents mirror that of the teaching profession currently.
- 3.4 The most common qualification obtained in order to allow for entry into the teaching profession is the one-year PGCE, followed by the BEd degree. In addition, more NQTs have completed other qualifications (i.e. GTP, BA Honours with Qualified Teacher Status, School-Centred Initial Teacher Training) than have completed two-year PGCE qualifications. The majority of NQTs' first teaching posts also match the age range for which they are qualified to teach.
- 3.5 The majority of NQTs within the sample first decided to embark upon a career in teaching after following another career for a number of years. Hence, NQTs within the sample have managed to gain more career experience (which could be argued enhances the classroom experience) before entering the teaching profession.
- 3.6 Over half (58%) of NQTs plan to remain in the teaching profession permanently, with no NQTs stating they intend to leave the profession in less than two years.
- 3.7 NQTs feel that their teaching qualification equipped them well to promote positive values in pupils, work within the guidelines to maintain responsibility for pupil behaviour, understand how different environments can affect pupils' development, use strategies to promote good behaviour and establish a purposeful environment, encourage pupils to value diversity, and to set high expectations for behaviour and manage appropriately allowing for pupil independence and self-control.
- 3.8 Areas where NQTs feel that their teaching qualification has not equipped them well surround the recognition and response to equal opportunities in the classroom, the identification and support for pupils with behavioural and emotional difficulties, and the ability to challenge bullying and/or harassment in the classroom or school.
- 3.9 There was some indication that those who had taken a BEd qualification indicated higher levels of preparedness than those who had taken either a one-year or two-year PGCE.
- 3.10 There was also an indication that there is a link between the level to which NQTs felt that their training had prepared them to deal with key issues/skills and the length of time they intended to remain in the profession, in that those who were more confident in their training expected to remain in the profession longer.
- 3.11 Age was not a significant factor in the level to which NQTs felt that their training had prepared them to deal with key issues/skills. Gender, however, was, in that more females than males placed a higher ranking on the level to which their training had prepared them to deal with key issues/skills than their male counterparts.

- 3.12 Those aspects of the teaching profession NQTs are most looking forward to when embarking on their first teaching post include having their own classroom to organise, developing good relationships with staff and pupils, having a positive effect upon children's lives and helping to make a difference, and salary/holidays.
- 3.13 Those aspects of the teaching profession NQTs feel most confident about are subject knowledge, having the appropriate skills base to deliver the curriculum, ability to form relationships with staff and pupils, planning and organising lessons, and a general enthusiasm for their specialist subject area.
- 3.14 Sixty per cent of NQTs stated that one of their initial concerns when entering their first teaching post was that of behaviour/classroom management issues and pupil indiscipline. Other initial concerns highlighted by NQTs included dealing with parents/parents' evenings, lack of support from colleagues/department/school, workload/paperwork, assessing pupils appropriately, and time management issues.
- 3.15 Initial training and/or support needs required by NQTs when first entering the teaching profession surround behaviour/classroom management and pupil indiscipline, managing special educational needs (SEN) pupils, an effective mentoring system during the probationary period, and the delivery of subjects that are not necessarily specialist subject areas (e.g. PHSE, PE, music).

SPRING 2004 FINDINGS

- 3.16 The 2004 Spring survey explored NQTs' views towards, and experiences of, teaching two terms into their career. The key findings are presented below.
- 3.17 Indiscipline and poor behaviour was endemic within the classroom, affecting all teachers regardless of age, gender and location.
- 3.18 In contrast to the findings from the 2003 Summer survey when the majority of NQTs (around three quarters) felt positive that their course had adequately equipped them to deal with a variety of issues pertaining to managing pupil behaviour in the classroom, only half felt that their training had prepared them.
- 3.19 There is a high degree of consistency between the concerns of NQTs prior to taking up post and their main concerns two terms in whereby the ability to manage behaviour, lack of support from colleagues and workload were frequently cited by the same individuals as areas for concern.
- 3.20 An alarming 81 per cent of NQTs stated that they experienced poor behaviour in their classroom on at least a daily basis and 41 per cent agreed that the problem occurred hourly. Only seven per cent listed the problem as a rare one. Furthermore, there is little or no differentiation across age, gender, ethnicity or location/LA.
- 3.21 All of the NQTs surveyed were able to recount examples of poor behaviour in their classrooms and the most significant issues were persistent verbal aggression and persistent low-level indiscipline. An alarming 16 per cent noted problems of physical violence.
- 3.22 The impact of poor behaviour on NQTs is stark. In the 2003 Summer survey, when the NQTs were asked how long they wished to remain in the profession, none wanted to leave within two years. Now, only two terms on, NQTs are already starting to display a sense of disillusion with the job and some are starting to reconsider their career choice as a result of poor behaviour.
- 3.23 Several stated that they were considering a move out of state schools into the private sector where classes were smaller and the issue of bad behaviour was considered to be less of a problem. Several had already become resigned to the fact that bad

behaviour and indiscipline is the norm and simply part of the job. Others detailed the impact of poor behaviour on their physical and emotional wellbeing in terms of stress and ill health and one NQT had already left the profession as a result.

- 3.24 The following sections will update on the findings from Phase 1 to determine whether there have been any changes in NQTs' views and experiences over the five-year period.

SECTION 4: THE PROFESSIONAL DEVELOPMENT OF NQTS THROUGHOUT THE FIRST FIVE YEARS

NEWLY QUALIFIED TEACHERS

- 4.1 This section will present a summary of some of the characteristics of NQTs and explore whether these have changed since the 2003 Summer survey.
- 4.2 The survey samples were accessed via the NASUWT membership database, therefore, it is important to ensure that they are broadly in line with the general teaching population. In January 2008, 89 per cent of teachers in local authority maintained schools were recorded as white.⁸ This is slightly lower than the proportion of NQTs surveyed between 2006 and 2008 samples, which averaged 93 per cent; however, this does include those who are not teaching in local authority maintained schools and therefore the populations are slightly different. Data on the age range of teachers was not available to compare the samples against the general teaching population.
- 4.3 Despite this, as can be seen from Table 2.1, the demographics of NQTs have not changed significantly. They have stayed broadly similar in terms of gender, age and ethnicity.
- 4.4 In the 2003 Summer survey, the most common qualification obtained in order to allow for entry into the teaching profession was the one-year PGCE (55 per cent), followed by the BEd degree (23 per cent). In addition, more NQTs completed other qualifications (i.e. GTP, BA Honours with Qualified Teacher Status, SCIT) than two-year PGCE qualifications.
- 4.5 Interestingly, five years on in 2008, although the one-year PGCE was still the most popular course (66 per cent), the GTP (seven per cent) was more common than a BEd degree (five per cent). Two-year and part-time PGCEs remained fairly rare (two per cent and one per cent respectively). This suggests that BEds have become less popular, whilst GTPs are becoming more prevalent. The increase in GTPs may represent a preference to train whilst in paid employment.
- 4.6 In the 2003 Summer survey, for 98 per cent of NQTs with a teaching post, the job matched the age range for which they were qualified to teach. In the 2007 and 2008 Spring surveys, this remained relatively high; 99 per cent in 2007 and 95 per cent in 2008.
- 4.7 In the 2003 Summer survey, the majority of NQTs within the sample first decided to embark upon a career in teaching after following another career for a number of years. Hence, NQTs within the sample have managed to gain more career experience (which could be argued enhances the classroom experience) before entering the teaching profession. This was not explored in 2007 or 2008.

FIVE YEARS ON

- 4.8 By the time they had been teaching for five years, all but one of the interviewees was teaching the age range for which they had been trained. The exception was working as a supply teacher in a primary school, despite being trained for secondary level teaching, because they felt under-supported in secondary schools.
- 4.9 Two teachers were acting as supply teachers. It is worth stressing that supply teaching did not tend to be a career choice but due to other factors such as a perceived lack of support, shortage of teaching positions or personal circumstances. Interestingly, among the sample of teachers that were tracked, the number of supply teachers and

⁸ DCSF (2008) *DCSF: School Workforce in England (including Local Authority level figures), January 2008 (Revised)*. Available from: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000813/index.shtml>.

interviewees teaching subjects other than what they are trained in decreased over the five-year period. This could suggest that over time NQTs are more likely to move into teaching the subjects in which they are trained.

- 4.10 By the time interviewees had been teaching for five years, several RQTs had changed schools. Although many reported that they had been happy at their old school, for some it was deemed necessary to gain more experience or to improve their opportunities for promotion. However, some had the opportunity to develop within their existing schools.
- 4.11 It is clear that where there has been the opportunity for career development, interviewees were more positive towards teaching.

TRAINING

- 4.12 In the 2006/07 and 2007/08 surveys, NQTs were asked what training they had received on the various teaching tasks in Table 4.1. The charts showing the full results can be seen in Appendix 3; this section will provide a summary of the main findings.

Table 4.1: Tasks required of teachers

Task 1	Planning lessons
Task 2	Delivering lessons
Task 3	Time management
Task 4	Ability to manage workload
Task 5	Subject knowledge
Task 6	Delivery of subjects that are not your specialist subjects
Task 7	Assessing pupils
Task 8	Motivating pupils
Task 9	Dealing with indiscipline
Task 10	Behaviour management
Task 11	Managing SEN pupils
Task 12	Building relationships with pupils
Task 13	Dealing with parents/parents' evenings
Task 14	Building relationships with staff

- 4.13 In both years, respondents were least likely to have received training on the delivery of non-specialist subjects (15 to 25 per cent), building relationships with staff (11 to 18 per cent), dealing with parents/parents' evenings (nine per cent to 14 per cent) or managing workload (nine per cent to 17 per cent). It is interesting to note that the proportion of respondents that reported receiving training before they started teaching (2003 Summer survey) was higher than once they had been in post for two months (2004 Spring survey). It may be that once NQTs have started teaching, they are more critical of their training.

- 4.14 Most NQTs were satisfied with the training that they had received prior to teaching. However, again there is evidence that NQTs are more critical of the training that they have received once they have started teaching; in both years, for almost all of the tasks, NQTs' satisfaction with training decreased once they had started teaching. Although the results in 2007/08 are more or less in line with those from 2006/07 it seems that more NQTs were dissatisfied with training in 2007/08; this could suggest that the quality of initial teacher training decreased.
- 4.15 On the whole, respondents were most satisfied with training on planning and delivering lessons and subject knowledge. Indeed, although most NQTs were satisfied with the training they received before going into post, once they had been teaching for two terms, more than 40 per cent of respondents were dissatisfied with:
- training on managing the workload;
 - delivery of non-specialist subjects;
 - managing SEN pupils; and
 - dealing with parents/parents' evenings.
- 4.16 Furthermore, in the Spring 2008 survey, more than 40 per cent of NQTs were dissatisfied with training on:
- assessing pupils;
 - dealing with indiscipline; and
 - behaviour management.
- 4.17 It is also interesting to note that perceptions of training on behaviour management and dealing with indiscipline deteriorated the most between the 2003 Summer survey on completion of training and the 2004 Spring survey two months into teaching. This clearly questions the quality and appropriateness of behaviour management training and suggests that there may be a need for further training once teachers are in post.
- 4.18 These results can be compared against a 2008 Training and Development Agency for Schools (TDA) survey of NQTs about their initial teacher training.⁹ In general, 85 per cent of respondents to the TDA survey rated the overall quality of their training as very good or good. However, fewer than 70 per cent of teachers reported that their training was good or very good '*in helping them to establish and maintain a good standard of classroom behaviour*'. The findings presented here suggest a much more negative view of training on behaviour management than seen in the TDA survey.
- 4.19 The proportion of secondary NQTs that said that their training was good or very good at providing them with the relevant knowledge, skills and understanding to teach their specialist subject in the TDA survey was in line with the proportion of this sample that were satisfied or very satisfied with their subject knowledge training (between 75 and 80 per cent).
- 4.20 Furthermore, with regard to teaching pupils with SEN, the surveys also had similar findings. In the TDA sample, 55 per cent of secondary and 43 per cent of primary teachers thought their training was very good at preparing them to work with SEN pupils, whilst 45 per cent of the NQTs in this survey reported that they were satisfied or very satisfied with the training on managing SEN pupils.
- 4.21 It is interesting to note that NQTs aged 35 years and over that have been in post for two terms are overwhelmingly more likely to be dissatisfied with initial teacher training. It is particularly interesting that the differences for those over 35 only occur once they have been teaching for up to two terms. A similar finding was borne out in

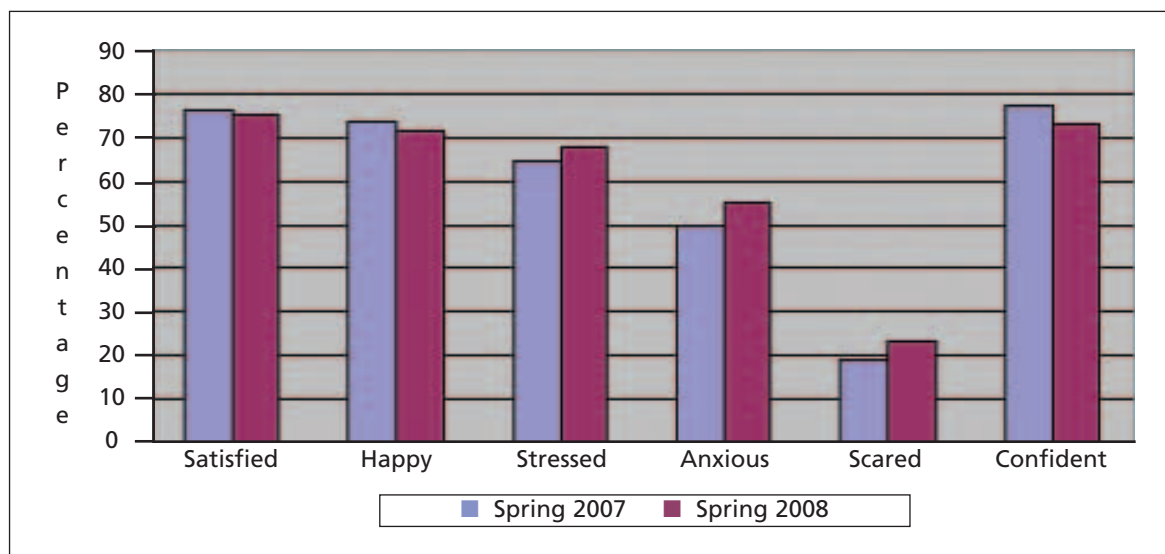
⁹ TDA (2008) *Results of the newly qualified teacher survey 2008*. TDA: London.

the TDA survey¹⁰ where younger NQTs were more satisfied with training than older NQTs. Furthermore, NQTs with a PGCE (one-year, two-year or part-time) were more likely to be dissatisfied with their training on a range of tasks than those with another teaching qualification.

RQTS' AND NQTs' CHANGING SELF-PERCEPTIONS

4.22 In the 2007 and 2008 Spring surveys, NQTs were asked a range of questions to determine how they felt about their career in teaching. Respondents were asked how they felt about a range of emotions on a scale of one 'very' to four 'not at all'. As seen in Figure 4.1, the findings were very similar across the two years. Although most respondents were satisfied, happy and confident with teaching, approximately a quarter were not. Furthermore, although NQTs tended to report being satisfied, happy and confident, approximately two thirds (64 per cent in 2007 and 68 in 2008) were stressed whilst over half were anxious (50 per cent in 2007 and 55 in 2008).

Figure 4.1: Respondents' feelings about teaching



4.23 By five years into their careers, a significant proportion of teachers remained positive towards teaching and still enjoyed their job. For many, this was put down to good relationships with colleagues and pupils. Increased responsibility, such as becoming head of department, key stage or year, or increased variety in the role, also resulted in a positive attitude.

I'm teaching in a different school and have become head of Key Stage 3...I'm doing a lot more work outside of the classroom and I'm finding that far more enjoyable. It's a big challenge but I don't have the challenge of students' behaviour...work's changed, I love it.

Interviewee 22, local authority secondary, 2007

I have got in touch with the management of the department now [was acting head of the department]...and my outlook to teaching as a result of the responsibility has changed; not negatively, but positively. I enjoy the management side – managing other adults more than managing children – I find that quite rewarding.

Interviewee 14, local authority secondary, 2007

¹⁰ TDA (2008) op cit.

4.24 A good management team and appropriate support was important to foster a positive attitude. For example, for some, a post at a new school or a change in the management team had positively affected their outlook on teaching.

There is a new headteacher who has improved everything 500 per cent.

Interviewee 11, local authority secondary, 2007

4.25 However, that is not to say that they did not experience drops in confidence or have concerns.

CONFIDENCE

4.26 In the 2003 Summer survey and 2004 Spring survey, respondents were asked to list what they felt most confident about. On completion of their training, NQTs reported feeling confident about:

- subject knowledge;
- the skills necessary to deliver the curriculum effectively;
- building relationships with staff and pupils;
- enthusiasm for the subject area; and
- planning and organising lessons.

4.27 Two terms into teaching, respondents were most confident about subject knowledge and the ability to manage the workload. It is important to note, however, that NQTs in the 2004 Spring survey also stated time management issues as something they were concerned about.

4.28 In the subsequent surveys in 2006/07 and 2007/08 respondents were asked how confident they felt about a range of tasks, seen in Table 4.1, in the Summer on completion of their training and in the Spring once they had experience of classroom teaching. This section presents the main findings; however, the detailed charts can be seen in Appendix 3.

4.29 The findings for 2006/07 and 2007/08 are very similar and the vast majority of respondents felt confident about delivering the tasks. Respondents were most confident about planning (97 to 94 per cent) and delivering lessons (96 to 97 per cent), and building relationships with pupils (95 to 97 per cent) and staff (93 to 94 per cent). These are in line with the areas NQTs reported feeling confident about in the 2003 Summer survey: building sound relationships with staff and pupils and planning and organising lessons.

4.30 Respondents were least confident about the delivery of subjects that are not their specialist subjects (44 to 46 per cent felt unconfident) and managing SEN pupils (39 to 45 per cent felt unconfident).

4.31 It is positive to note that the proportion of NQTs that felt confident about dealing with parents/parents' evenings increased significantly once they had been in post for two months (for example, from 77 per cent in the 2007 Summer survey to 83 per cent in the 2008 Spring survey). Confidence at assessing pupils also increased by nine per cent. However, in contrast, for some of the tasks, confidence decreased once they were in post. More respondents reported feeling unconfident at motivating pupils (increased by six per cent in 2007/08) and behaviour management (increased by 10 per cent in 2007/08) once they had been teaching for two terms.

4.32 It is interesting to note that it seems that once respondents have been in post for two terms, those aged 35 years and over are most likely to lack confidence in motivating pupils and dealing with indiscipline. In contrast, females were more likely to feel confident about teaching on a handful of tasks, namely the delivery of subjects that are not their specialist subjects, motivating pupils and managing SEN pupils, both prior to entering teaching and once they have been teaching for up to two terms.

- 4.33 Once teachers had been in post for five years, for the significant majority, confidence increased year on year; the most common explanation for this was experience. Although several felt that changing schools had helped them to become more confident, others highlighted a range of benefits of staying in the same school, such as increased respect from the students and increased familiarity with processes and pupils.
- 4.34 Other factors that improved confidence included increased management responsibilities, a greater sense of autonomy over workload, greater knowledge of subject area, the experience of adapting to new circumstances, supporting NQTs and support from colleagues or management. Several interviewees had received positive feedback from either external sources, such as OFSTED, job interviews or from colleagues within the school, which helped to boost their confidence.
- 4.35 However, it is important to note that even after being in teaching for a number of years, confidence could drop. Interviews with RQTs four years into their careers found that for some their confidence was knocked by inappropriate support and poor pupil behaviour. One interviewee commented:
- I have to admit some of my classes I find quite difficult and you start questioning yourself. Some classes were constant [poor behaviour], you start to wonder whether you can teach or manage classes.*
- Interviewee 24, local authority secondary, 2006
- 4.36 It is clear that although NQTs seem fairly confident on entering the teaching profession, behaviour management can have an adverse effect, even five years on.

CONCERNS

- 4.37 Indeed, in 2003/04 when NQTs were asked to list what they were most concerned about, 60 per cent cited behaviour/classroom management and pupil indiscipline. Other concerns listed included:
- dealing with parents/parents' evenings;
 - lack of support from colleagues/department/school;
 - workload/paperwork;
 - assessing pupils appropriately; and
 - time management issues.
- 4.38 The 2006/07 and 2007/08 surveys explored this again five years later, asking NQTs how concerned they were about the different aspects of teaching set out in Table 4.1 once they had completed their training and once they were in post. The detailed chart can be found in Appendix 3.
- 4.39 On the whole, most of the respondents were not concerned about the majority of the aspects of teaching listed in Table 4.1. However, it is interesting that the findings in 2006/07 and 2007/08 were very similar to those in 2003, suggesting that the aspects of teaching that most concern NQTs have not changed:
- ability to manage the workload (50 to 53 per cent);
 - managing SEN pupils (49 to 53 per cent);
 - the delivery of subjects that were not their specialist subjects (44 to 46 per cent);
 - dealing with indiscipline (44 to 48 per cent); and
 - behaviour management (42 to 48 per cent).
- 4.40 Furthermore, it is important to note that for motivating pupils, managing SEN pupils and behaviour management levels of concern increased slightly once NQTs started teaching.

- 4.41 On a positive note, however, respondents were least concerned about building relationships with pupils (19 to 22 per cent) and staff (17 to 23 per cent). Furthermore, for most of the teaching tasks, levels of concern decreased once NQTs had been in post and had experience. In particular, this is evident for dealing with parents/parents' evenings (14 per cent reduction in 2007/08).
- 4.42 There is some evidence to suggest that non-white British NQTs were more likely to be concerned about some of the DfES aims and values before starting to teach. In particular, non-white British NQTs were more concerned about the following: planning lessons; time management; motivating pupils; and building relationships with pupils. It is important to note this difference was not evident once NQTs had been teaching for up to two terms.
- 4.43 Furthermore, the 2006 Summer survey showed significant differences between NQTs with and without disabilities, in particular, that those with a disability or impairment were more likely to be less confident and have more concerns about teaching than those without. However, the findings were not replicated in the 2007 Summer survey, potentially due to the smaller sample in 2007, which makes it harder to achieve significant results. Further research to explore the impact of ethnicity and disability or impairment on NQTs' experiences of training and teaching would be beneficial so that courses can be adapted to address diversity issues if necessary.
- 4.44 Five years into the career, although most RQTs clearly still enjoyed their job and felt more confident in their ability, they regularly cited issues of concern. In line with the findings in 2003/04, poor pupil behaviour was still cited by some, although not as many, once they had been in post for five years. Instead, the drive for, and achieving, good test results was a more common concern and, interestingly, one that was not seen in 2003/04. This suggests that by five years into their career, most new teachers' concerns about how to cope with poor pupil behaviour are replaced with the pressure to achieve good results.
- 4.45 Other issues of concern cited by respondents included job stability and opportunities for promotion; in fact the latter had become more of an issue with the length of time in employment. In at least some cases, teachers did not see many opportunities for career progression within their existing school and stated that they would have to go to a new school in order to receive a promotion. It seems that in some cases teachers' opportunities for development are restricted within their existing schools. This would benefit from further exploration; the lack of development opportunities within schools is likely to result in losing good teaching staff.
- 4.46 In line with NQTs, five years into the career, the workload continued to be a concern for many of the interviewees. For several respondents, their self-expectations of what they should aim to achieve had dropped due to the heavy workload. One interviewee reported that this impacted on the quality of support given to pupils.

Yes, now I'm full time there's not so much time for preparation. I'm more pragmatic and cynical because I have to get the job done. I've not always got time to do it to the standard I would like. Marking is more cursory – I can't give as much advice as I would have. It's praise that suffers.

Interviewee 8, voluntary aided/foundation secondary, 2006

- 4.47 Another interviewee reported feeling more cynical stating that she did not have time to think about her teaching methods and that it was simply a case of 'getting it done'. Another commented:

There are too many hours, too much admin, too many meetings and not enough PPA.

Interviewee 18, voluntary aided primary, 2007

4.48 The interviewees were not asked specifically whether their workload had decreased since 2003/04; however, it is clear that for many work/life balance is still a significant issue five years on. Many interviewees continued to find that planning and marking time was difficult to fit in even with planning, preparation and assessment (PPA) time.¹¹

4.49 Indeed, despite the provisions for PPA time to be allocated in blocks of no less than 30 minutes, interviewees felt that 30-minute blocks were not long enough to enable them to complete the preparation required, as one interviewee commented:

Planning, preparation and assessment time is all well and good – the idea is that you have two hours a week non-contact but it's one hour on one day and one hour another. It's never quite long enough to sit down and get on with stuff. It's very frustrating. By the time you've cleared up from one lesson you've lost ten minutes, then you sit down and someone comes to talk to you.

Interviewee 30, local authority secondary, 2006

4.50 It seems that the provisions listed in the National Agreement are not sufficient to ensure that PPA time is as effective as it could be if, for example, the PPA time were allocated in one block, for example two hours in one morning.

4.51 Some complained about the curriculum, arguing that it did not allow for creativity or developing an interest in subjects. A modern languages teacher in Northern Ireland was concerned about the impact of the curriculum changes on her job stability and was training in other subjects as a result.

THE POSITIVE AND NEGATIVE ASPECTS OF TEACHING

4.52 RQTs reported a range of positive aspects of teaching. Many stressed the benefits of working with children, building relationships with pupils and seeing them develop and succeed.

Working with young people, developing a good relationship with young people, even the naughty ones.

Interviewee 20, local authority secondary, 2007

Being able to see students develop and grow, to see them become mature and take responsibility, achieving things they don't believe they are capable of.

Interviewee 6, local authority secondary, 2007

It's so rewarding when students achieve and do what they should and work hard and achieve over and above what they should have got, building relationships with students.

Interviewee 11, local authority secondary, 2007

4.53 Some appreciated the variety of the job from day to day:

Every day is different.

Interviewee 15, local authority secondary, 2007

Varied interesting days.

Interviewee 7, city technology college, 2007

4.54 Finally, many teachers appreciated and enjoyed compliments from parents and pupils:

It's nice when pupils say thank you for a good lesson.

Interviewee 4, local authority secondary, 2007

¹¹ It is important to note that the interviews did not specifically ask about the impact of the National Agreement, administrative tasks or PPA time.

It's the relationships with the children, the ones that come up to you and say thank you, when they're enjoying something we're doing.

Interviewee 23, local authority secondary, 2007

When parents come to you or write a letter to say they're pleased with the progress, or presents at the end of term.

Interviewee 18, foundation primary, 2007

- 4.55 Several interviewees stressed that five years into the career they still found it difficult to maintain a work/life balance. It was commented that there was not adequate time for planning and preparation. A number of RQTs mentioned that the workload was particularly testing at certain points of the year:

The middle of the terms can be quite pressured when you're marking exams.

Interviewee 24, local authority secondary, 2007

- 4.56 External pressures, such as league table results and OFSTED ratings, did not help:

There's pressure of getting results from students, they're treated as robots. We have to keep pushing pupils, and possibly putting them off the subject even more, to focus on tests and assessments rather than an appreciation of the subject.

Interviewee 17, foundation secondary, 2007

- 4.57 After-hours tasks were perceived as thankless by one interviewee:

After-hours stuff is a bit thankless and quite lonely.

Interviewee 29, foundation secondary, 2007

- 4.58 Some complained of over the top administration procedures:

Admin, half an hour of precious teacher time is spent counting pennies for dinner money on a Monday morning, booking buses for trips, risk assessments, meetings that there's no need for.

Interviewee 18, foundation primary, 2007

The paperwork system means that there is little time left to actually teach.

Interviewee 5, local authority secondary, 2007

- 4.59 It is clear that some teachers are still involved in tasks that do not require their qualifications or skills, and that workload continues to be an issue. Indeed, a cluster of respondents reported feeling continually drained:

The workload, I get very tired because I'm on my feet talking all day.

Interviewee 25, independent secondary, 2007

Exhaustion, a continual drain, and self-criticism.

Interviewee 23, local authority secondary, 2007

- 4.60 One interviewee reported the lack of support and communication from management:

The lack of support can be stressful, not knowing what's going on in school and team wise.

Interviewee 26, local authority primary, 2007

- 4.61 Another highlighted poor working conditions:

Poor working conditions. Everything is financially restricted, the buildings are in a poor condition and resources are very poor. There are broken chairs, desks, tacky rooms, IT systems that don't work and a lack of investment in infrastructure.

Interviewee 6, local authority secondary, 2007

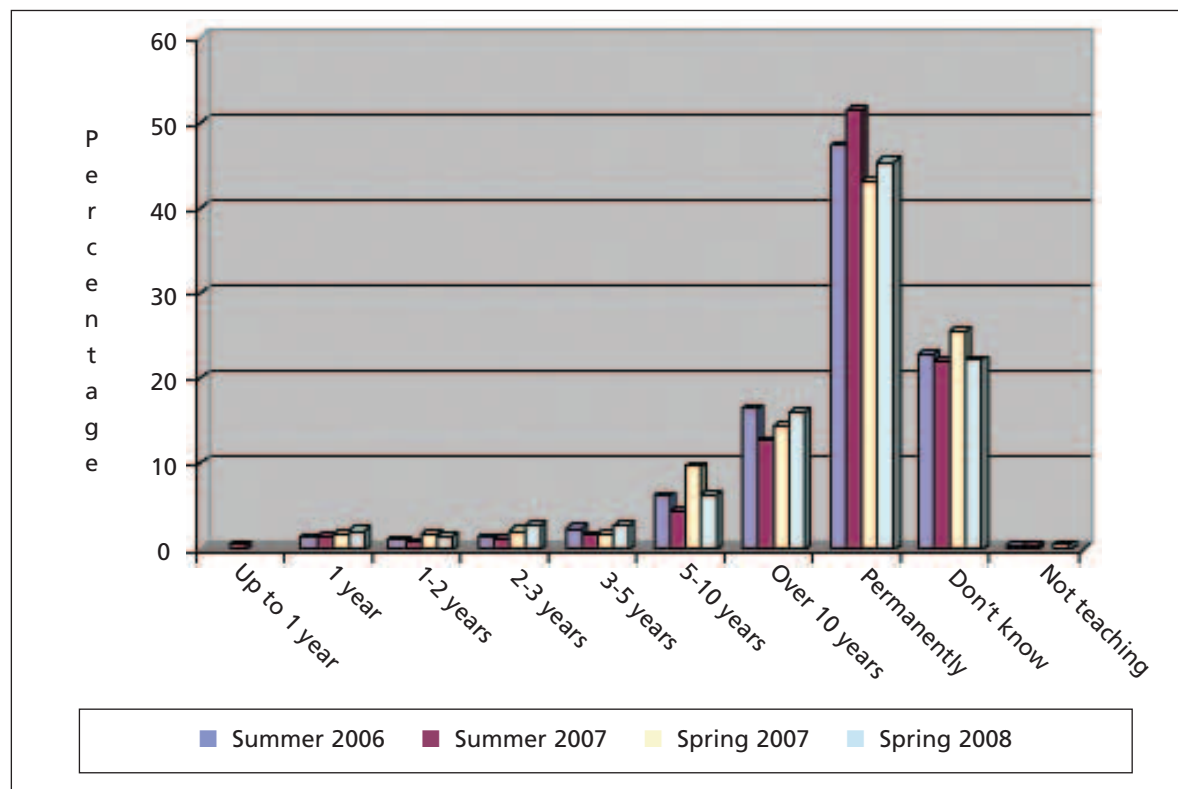
4.62 Poor pupil behaviour was also cited as a crucial issue affecting job satisfaction for the significant majority.

FUTURE CAREER PLANS

4.63 Survey respondents were asked how long they expected to remain in the teaching profession. In the 2003 Summer survey, 58 per cent of NQTs reported intending to stay in the career permanently. Figure 4.2 shows that fewer thought that they would stay in the career permanently in the 2007 and 2008 Summer surveys (51 per cent and 47 per cent respectively). This suggests that fewer NQTs intend to stay in the career permanently on completion of their teacher training now than five years ago. This could reflect a culture change in the notion of a 'job for life', or that recruitment campaigns or incentives attract graduates into teaching who only intend to stay for the short term. This could mean that schools will struggle to retain trained and experienced teachers in the future if the issues causing dissatisfaction among teachers are not tackled.

4.64 The responses were very similar for 2006/07 and 2007/08, although slightly more (four per cent) reported that they would stay in teaching in 2007/08. Furthermore, it is important to note that there was a small decrease in the percentage of respondents that expected to stay in teaching permanently once they had been teaching for two terms for the 2006/07 and 2007/08 surveys¹² (from 47 per cent in Summer 2006 to 43 per cent in Spring 2007 and 51 per cent in Summer 2007 to 45 per cent in Spring 2008). This suggests that teaching might not meet respondents' expectations.

Figure 4.2: Length of time that survey respondents expect to remain in the teaching profession



¹² This question was not asked in the 2004 Spring survey and therefore a comparison cannot be made.

- 4.65 It is interesting to note that when the data was analysed to understand more about who intended to stay in the teaching profession for longer, in the Summer 2007 and Spring 2008 surveys, females were more likely to know how long they were going to stay in the teaching profession than males. However, due to the small number of males that completed the survey, caution needs to be taken when making conclusions.
- 4.66 Furthermore, there was some evidence to suggest that NQTs with a disability or impairment were less likely to intend to stay in the career for the long term. However, the number of respondents with a disability or impairment was too small for the finding to be reliable and this is an area that would benefit from further exploration.
- 4.67 There was also evidence to suggest that NQTs who were not teaching the subject in which they were trained were more likely to leave the career within two to three years than those who were. Again, the findings are unreliable due to the small sample and would benefit from further research. However, there is no doubt that RQTs were certainly less satisfied with their career when not teaching the subjects that they had been trained in; in particular, those working in supply positions. One secondary trained teacher acting as a primary supply teacher was unhappy in the job, whilst a secondary school cover supervisor felt frustrated that she was not using her skills or training and was keen to get a dedicated teaching role.
- 4.68 A small number of NQTs had left the profession between the 2003 Summer survey carried out on completion of their training and the 2004 Spring survey. In the 2004 Spring survey, one NQT had left due to poor pupil behaviour. In total, four NQTs reported leaving the profession in 2007 and 2008, two each year. All reported teaching for one term before leaving. Two reported that this was due to poor pupil behaviour. One respondent in 2008 reported that they struggled to complete their NQT year successfully and although they did manage to get a job, they did not progress as needed. This is in contrast to one of the respondents from 2007 who left because they struggled to get a permanent position.
- 4.69 Among teachers that had been in post for five years, a small minority were dissatisfied with teaching and wanted to leave. One male ICT secondary school teacher was planning to leave teaching and go into industry in order to achieve better prospects, pay and quality of life. Another male interviewee teaching secondary school maths who had started teaching in a new school that year, which was recently out of concern in an area of high deprivation, also commented that:
- 'If I could find another job, I'd give it up.'*
- Interviewee 16, local authority secondary, 2007
- 4.70 Despite significant concerns from many of the RQTs regarding their workload and work/life balance, very few of this sample had actually left the profession at the time of the final interview (August 2007). It was clear that one interviewee was intending to leave teaching and at least one other, if not two, would leave given the opportunity. This suggests that among this sample at least, wastage rates are relatively low despite the concerns about work/life balance.

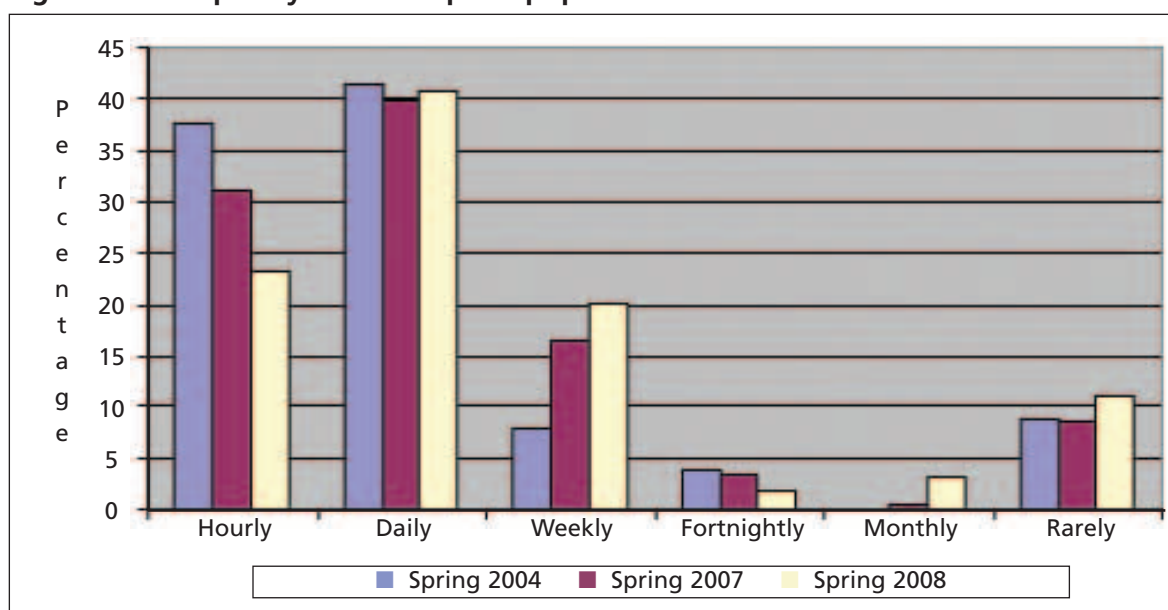
SECTION 5: POOR PUPIL BEHAVIOUR

- 5.1 Phase 1 clearly showed that, in the 2004 Spring survey, poor pupil behaviour was a common occurrence for NQTs. This section explores the prevalence and nature of poor pupil behaviour for NQTs completing in 2007 and 2008 in order to identify trends. Furthermore, it explores the nature and prevalence of poor pupil behaviour among RQTs to determine whether it continues to be a problem throughout the first five years of teaching. It also presents the impact of poor pupil behaviour as described by RQTs.

PREVALENCE OF POOR PUPIL BEHAVIOUR

- 5.2 NQTs that had been teaching for up to two terms were asked how often issues of disruptive pupil behaviour arose in their classroom; the results for 2004, 2007 and 2008 can be seen in Figure 5.1. It is clear that the proportion of NQTs that experience disruptive pupil behaviour hourly has fallen since 2004 (from 38 to 23 per cent). However, the vast majority of NQTs experience disruptive behaviour at least daily (42 per cent in 2004, 40 per cent in 2007 and 41 per cent in 2008). The reduction since 2004 is positive. However, it is important to note that the terminology used may have impacted upon this: the 2004 Spring survey referred to behavioural issues, while the Spring 2007 and Spring 2008 surveys used the phrase disruptive pupil behaviour. Furthermore, the 2004 Spring survey did not include monthly as an option, which was included in the later surveys. Regardless, almost half of NQTs experienced disruptive pupil behaviour daily.

Figure 5.1: Frequency that disruptive pupil behaviour occurs in the classroom



- 5.3 There is insufficient evidence to claim that the teacher's gender, age, ethnicity or disability status had any impact on pupil behaviour and discipline. These are areas that would benefit from further research.

5.4 The 2004 Spring survey found that there were varying levels of poor pupil behaviour, as one teacher explained in 2006:

There's different levels, you've sort of got your low-level disruption where you've got kids talking either to each other or themselves, and you're constantly trying to get them to get on with their work... There are also bigger levels of disruption but they're one offs.

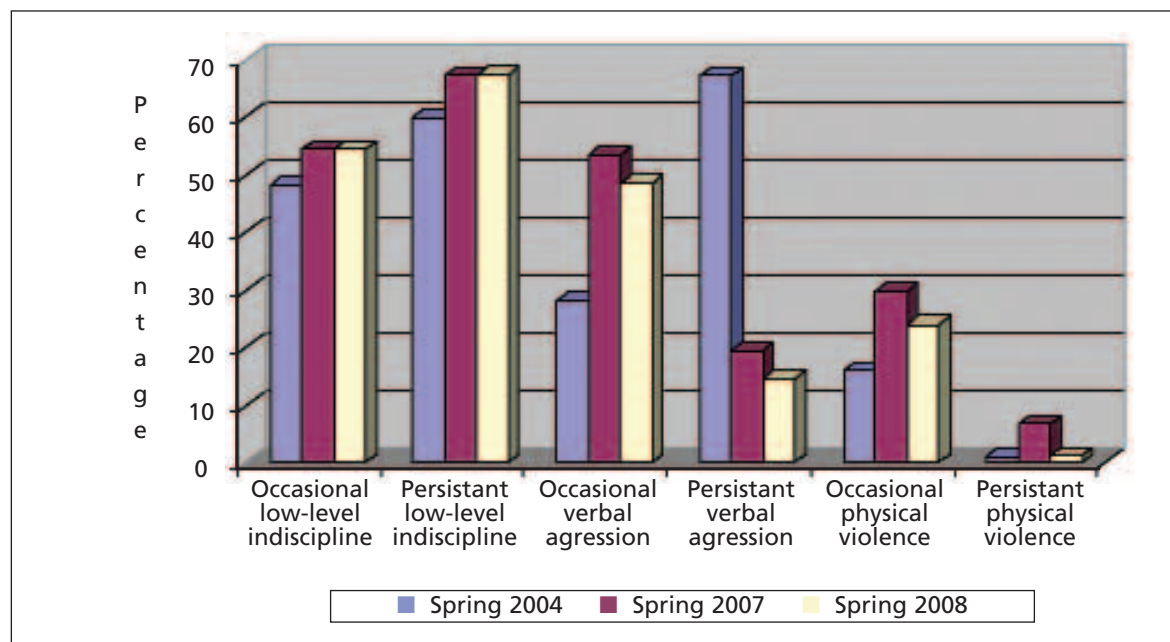
Interviewee 24, local authority secondary, 2006

5.5 The surveys also asked NQTs the type of poor pupil behaviour experienced; the results for each year can be seen in Figure 5.2. The prevalence of poor pupil behaviour was very similar in 2007 and 2008. However, when compared to the findings in 2004, the prevalence of poor pupil behaviour has increased slightly for all types of behaviour, excluding persistent verbal aggression, which has decreased significantly.

5.6 Sixty-seven per cent of NQTs in each year reported experiencing persistent low-level indiscipline. Slightly fewer NQTs reported experiencing physical violence in 2008 when compared with 2007 (24 per cent compared to 36). This is positive and could reflect a reduction in the prevalence of physical violence towards NQTs. However, it is important to note that despite the fall, almost a quarter of NQTs reported experiencing occasional physical violence.

5.7 The findings suggest that the prevalence of poor pupil behaviour has not decreased in the last four years, despite a range of national and local initiatives and programmes in this area (e.g. Behaviour Improvement Programme, SEAL, Excellence in Cities, SSPs). The prevalence and frequency of poor pupil behaviour, and in particular physical violence, should continue to be monitored on an annual basis against the 2004 baseline.

Figure 5.2: The type of poor pupil behaviour respondents have experienced in the classroom



5.8 It is interesting to note that in the Spring 2007 survey, NQTs with a PGCE were more likely than those with another teaching qualification to report experiencing persistent low-level indiscipline (72 per cent compared to 52 per cent). The same is also true in 2008 (71 per cent compared to 55) and also for occasional verbal aggression (52 per cent compared to 35).

- 5.9 Furthermore, it is perhaps not surprising that those NQTs that reported that they intended to stay in the career for longer than five years, or did not know how long they would remain in the career, were less likely to have experienced occasional physical violence (24 and 29 per cent respectively compared to 44 per cent of those who did not intend to stay in the career for longer than five years). This suggests that poor pupil behaviour, specifically physical violence, is strongly associated with NQTs' decisions about whether to stay in teaching for the long term.
- 5.10 The results were analysed to determine whether there were any differences according to gender, ethnicity, age or disability. The only significant difference was that those aged 21 to 25 years were most likely to report experiencing occasional low-level indiscipline than the other age groups (63 per cent compared to 48 per cent of 26 to 30 year olds, 59 per cent of 31 to 35 year olds and 47 per cent of those aged 35 and over).
- 5.11 There were no statistically significant differences in the type of poor pupil behaviour experienced by gender, ethnicity or disability. However, it is important to note that the proportion of the sample from black and minority ethnic groups or with a disability were too small to be able to identify any differences.

POOR PUPIL BEHAVIOUR FIVE YEARS IN

- 5.12 Although five years into their careers teachers have concerns other than poor pupil behaviour, it still remains an issue for most and for some a significant concern. Almost all of the teachers described experiencing some low-level poor pupil behaviour, such as talking, not listening to instructions, calling out and not bringing equipment, such as pens and pencils. For most this trend occurred on a daily basis but for some it occurred more frequently, in almost each class they taught.
- 5.13 A smaller number of teachers reported extremely disruptive behaviour, which included shouting, walking out, throwing or breaking equipment, verbal aggression, swearing, snatching, fidgeting and general refusal to participate. One teacher had moved to a new school in an inner city area with high deprivation where behaviour was a lot worse. She reported pupils:
Fighting, throwing things like pens, paper and chairs, throwing things at me, swearing and walking out of the classroom on a day-to-day basis.
Interviewee 12, local authority secondary, 2007
- 5.14 One primary supply teacher reported that the level of poor pupil behaviour varied with the school and that as a result she avoided some schools.
I avoid three out of ten schools due to poor behaviour.
Interviewee 1, primary supply, 2007
- 5.15 It is interesting to note that several primary teachers, and one secondary school teacher, reported that poor pupil behaviour was attributable to children with particular issues, such as attention deficit hyperactivity disorder (ADHD) or SEN. One teacher in a speech and language unit worked with children with autism and ADHD. She commented that for one or two children their behaviour was particularly poor and that they would be excluded if they were in mainstream education. Similarly, one interviewee thought it depended on the set and the educational ability of the class. Indeed, one commented:
The level of behaviour is dependent on the sets you have to teach, I've taught some challenging sets this year.
Interviewee 13, local authority secondary, 2007
- 5.16 Some felt that the level and nature of poor pupil behaviour that they had experienced had improved over the five years that they had been teaching as a consequence of more experience on their part and knowledge of the pupils. However, it is clear from the interviews that RQTs' experiences of poor pupil behaviour changes year on year,

positively and negatively as a result of a range of variables outside the control of the RQT. These include the nature of the student/s, the senior management team and responses to poor pupil behaviour, the school or the facilities.

THE IMPACT OF POOR PUPIL BEHAVIOUR

5.17 The *Violence and Indiscipline in Schools* Report (2003)¹³ found that although taken individually poor pupil behaviour is relatively inoffensive, its cumulative effect can damage relationships, prevent appropriate progress in learning and be demoralising for teaching and support staff.

5.18 Our interviewees confirmed this. Poor pupil behaviour continues, five years on, to present a major challenge to teachers, with almost all respondents suggesting that it has a significant impact, and that it is very disruptive in class. This is highly likely to continue to affect academic achievement and the raising of standards. A significant proportion of RQTs stressed that poor pupil behaviour reduced teaching time. A typical response included:

It takes up a lot of time; you are limited to 30-35 minute lessons. If you're trying to get someone to behave, you have to decide whether to deal with it then or wait until the end of the class.

Interviewee 5, local authority secondary, 2007

5.19 Some stressed that poor pupil behaviour from even just one or two pupils can absorb a large proportion of teaching time. Others reported that poor pupil behaviour meant that the pace of the lesson is slowed, with explanations and demonstrations taking significantly longer to complete. It was stressed by interviewees in 2006 that it led to a reduction in the quality of teaching for the other pupils in the classroom, a finding that was recognised by OFSTED in a report reviewing inclusion in 2004.¹⁴ One interviewee stated that poor pupil behaviour in a mixed ability class had led to more pupils taking the foundation paper at GCSE level than would have been the case if it had not been for disruptive pupils in the group. Indeed, in 2007, it was commented 'it slowed down curriculum coverage massively' (Interviewee 14, local authority secondary). Another reported:

It's become behaviour management rather than teaching in some classes. Simply getting through it...Often it's not the kind of level that they should be working at.

Interviewee 13, local authority secondary, 2007

5.20 One interviewee reported the impact that it can have on teachers emotionally:

It depends about the nature of the incident, sometimes I can shrug it off as he lost his temper, other times I feel the system's against the teacher. I don't come to work to get shouted at.

Interviewee 5, local authority secondary, 2006

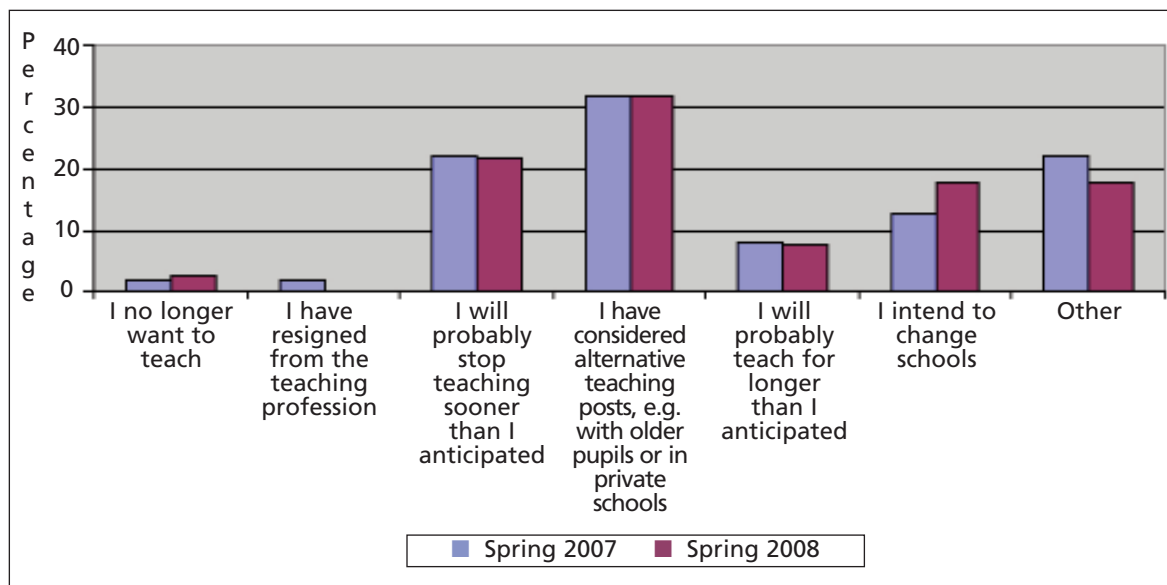
5.21 Indeed, the findings from the 2004 Spring survey showed that some NQTs were reconsidering their career in teaching as a result of poor behaviour whilst others reported that it had impacted on their physical and emotional wellbeing.

5.22 This finding was replicated in the Spring 2007 and 2008 surveys. Each year, more than a third of NQTs (41 per cent in 2007 and 37 per cent in 2008) reported that behaviour issues in their school had impacted upon their desire to remain in the teaching profession. Respondents were asked to clarify this and state in what way it would impact their career choices. Figure 5.3 shows the results.

¹³ Perpetuity (2003) *Violence and Indiscipline in Schools*. NASUWT: Rednal.

¹⁴ OFSTED (2004) *Special educational needs and disability: towards inclusive schools*. OFSTED Publications: HMI2276.

Figure 5.3: How poor pupil behaviour issues have impacted on NQTs' career choices



5.23 The findings for 2007 and 2008 were very similar. As a result of behaviour issues, 32 per cent have considered alternative teaching posts, for example, with older pupils or in private schools and 22 per cent will probably stop teaching sooner than anticipated. A small minority have decided they no longer want to teach, and although the chart shows that none had resigned in 2008, in fact two NQTs had left the teaching profession.

5.24 In 2007, one respondent reported leaving teaching due to 'personal abuse' from pupils, the heavy workload and the lack of work/life balance. One of the NQTs in 2008 cited similar reasons; in particular, poor pupil behaviour, which they reported made them ill. They also claimed that they did not receive the support that NQTs are legally entitled to.

STORY OF ONE SURVEY RESPONDENT WHO LEFT THE TEACHING PROFESSION DUE TO POOR PUPIL BEHAVIOUR

5.25 One 2008 Spring survey respondent reported leaving the profession for the following reasons: "I did not receive the support that an NQT is legally entitled to receive. The behaviour of the pupils was so acute that it made me very ill." The respondent was a 45 year old female; unfortunately she did not complete the survey and therefore it is not known whether she had a disability or her ethnicity. She qualified in 2007 with a PGDE in Key Stages 3 and 4 as well as post-16. She taught for one term before deciding to leave the profession citing lack of support and management bullying as influential factors in her decision to leave.

5.26 She reported experiencing "high level pupil bad behaviour and bad attitude problems to learning" and also added that: "The stress endured at my school and NO classroom support for SEN students and outrageous behaviour caused me to resign."

5.27 Even five years into teaching poor pupil behaviour continued to affect future career choices. Although all 30 interviewees had remained in the teaching profession at the time of the final interview in August 2007, the majority reported that poor pupil behaviour would influence which schools they worked in, for example, a private school teacher reported that they would be inclined to stay in independent schools

and others would avoid schools with a bad reputation (there was an emphasis placed on inner city state schools). Others stated:

I would go for a school where they have a strong behaviour policy and where there is a reputation for good pupil behaviour.

Interviewee 20, local authority secondary, 2007

I wouldn't want to be in a school that had to have call out systems and where there were frequent violent situations. I wouldn't go into rougher schools.

Interviewee 8, foundation secondary, 2007

- 5.28 With teachers avoiding so-called 'problem' schools for these reasons, it highlights the challenge in recruiting and retaining good teachers in underperforming schools. It is also important to recognise that not only did poor pupil behaviour impact upon which schools an NQT would teach at, for a small minority of teachers it would also affect whether they stayed in the teaching profession:

Yes, it has an effect on whether you want to teach for the next 40 years. Yes, definitely, absolutely.

Interviewee 4, local authority secondary, 2007

PREPAREDNESS

- 5.29 In the 2003 Summer survey, respondents were asked how prepared they were to deliver a range of aims and values related to pupil behaviour cited by the then DfES for new teachers at the end of their teacher training before starting employment, seen in Table 5.1. In 2003, NQTs felt less prepared to recognise and respond effectively to equal opportunities as they arise in the classroom, identify and support pupils with behavioural and emotional difficulties, and challenge bullying and/or harassment in the classroom or school. These questions were repeated in the Summer and Spring 2006/07 and 2007/08 surveys. This section presents the main findings; however, the detailed charts can be seen in Appendix 3.

Table 5.1: DfES aims and values for new teachers

Aim 1	Promote positive values, attitudes and behaviour that you expect from pupils.
Aim 2	Work within the statutory frameworks relating to teachers' responsibilities for pupil behaviour matters.
Aim 3	Understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
Aim 4	Utilise different strategies to promote good behaviour by individual pupils.
Aim 5	Utilise different strategies to establish a purposeful classroom environment.
Aim 6	Identify and support pupils who experience behavioural, emotional and social difficulties.
Aim 7	Establish a classroom environment where diversity is valued and where pupils feel secure and confident.
Aim 8	Set high expectations for pupils' behaviour.
Aim 9	Anticipate and manage pupils' behaviour constructively, whilst promoting pupils' self-control and independence.
Aim 10	Recognise and respond effectively to equal opportunities as they arise in the classroom.
Aim 11	Challenge bullying or harassment in the classroom.

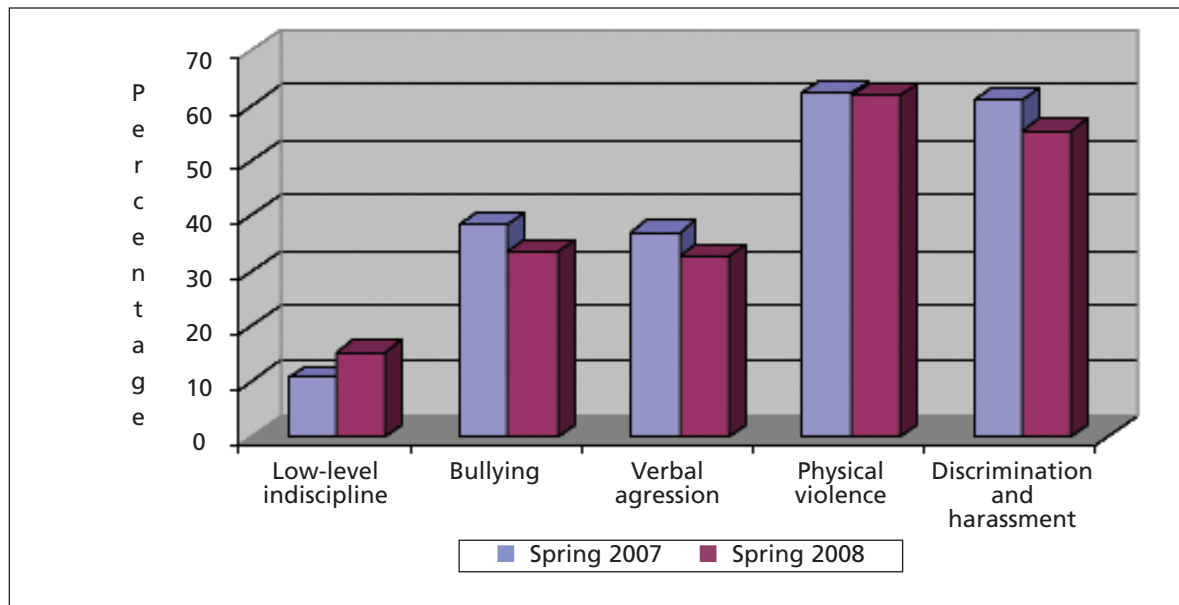
- 5.30 It is positive that the vast majority of NQTs from each sample felt prepared to meet the DfES aims. NQTs in 2006/07 and 2007/08 were more likely to feel prepared to meet the aims than those in 2003, suggesting that training courses may have improved, although care needs to be taken due to the very small sample used in 2003.
- 5.31 The findings from the 2006/07 and 2007/08 surveys were very similar, the only difference being that, in general, the NQTs who completed the surveys in Summer 2007 felt slightly less prepared than those who completed it in Summer 2006. In contrast, they tended to feel slightly more prepared once they had been teaching for two terms in Spring 2008 than they did in Spring 2007.
- 5.32 In all of the surveys, NQTs were most likely to feel unprepared, both before starting teaching and once they had been in post, to:
- identify and support pupils who experience behavioural, emotional and social difficulties (27 to 41 per cent);
 - challenge bullying or harassment in the classroom (24 to 37 per cent); and
 - anticipate and manage pupils' behaviour constructively, whilst promoting pupils' self-control and independence (14 to 28 per cent).
- 5.33 Again, in line with 2003, NQTs felt most prepared to promote positive values, attitudes and behaviour (four to ten per cent felt unprepared) and set high expectations for pupils' behaviour (four to ten per cent felt unprepared).
- 5.34 It is important to note that on the whole NQTs were more likely to feel unprepared once they had been teaching for two terms than when they had just completed their training. Those areas for which levels of unpreparedness increased the most once teachers had been in post were:
- being able to utilise different strategies to establish a purposeful classroom environment;
 - being able to identify and support pupils who experience behavioural, emotional and social difficulties;
 - being able to anticipate and manage pupils' behaviour constructively, whilst promoting pupils' self-control and independence;
 - being able to challenge bullying or harassment in the classroom; and
 - being able to utilise different strategies to promote good behaviour by individual pupils.
- 5.35 It certainly suggests that these are the areas that may require more training or support once teachers are in post.
- 5.36 It is interesting that preparedness among NQTs to tackle the range of DfES aims has not changed significantly since 2003. They continue to feel prepared and unprepared in the same areas. This suggests that any changes that have occurred in the qualifications system since 2003 have not had a significant impact upon NQTs' experiences and their levels of preparedness.
- 5.37 The Spring 2004 survey found that those with a BEd were more prepared than those with a one or two-year PGCE. Very few of the respondents to the 2006/07/08 surveys had a BEd, which made it hard to analyse. Therefore, the levels of preparedness for those with a PGCE (either one-year, two-year or part-time) were compared with those with a non-PGCE qualification.
- 5.38 Although there were no differences before starting teaching in the levels of preparedness for those with a PGCE and those with another form of qualification, once they had been teaching for two months, NQTs with a PGCE were more likely to feel unprepared to challenge bullying or harassment in the classroom (41 per cent of

PGCE NQTs compared to 27 per cent of non-PGCE NQTs), supporting the findings in 2004. This certainly seems to suggest that any changes that have occurred to PGCE courses since 2004 have not had any impact on NQTs' unpreparedness to challenge bullying or harassment.

- 5.39 In the 2003 Summer survey, age was not a significant factor in the level to which NQTs felt that their training had prepared them. However, in the 2006/07 and 2007/08 surveys there was evidence to suggest that once NQTs have been in post for two terms, those aged 35 years and over were least likely to feel prepared on a range of aims.¹⁵
- 5.40 The 2006/07 and 2007/08 surveys supported the findings from the 2003 Summer survey that females were more likely than males to feel more prepared on entering the teaching profession at the end of their training year although there are no significant differences two terms into teaching. This suggests that teacher training is less likely to prepare older NQTs for the teaching role and although females feel more prepared on completion of the course, this is not sustained once they have started teaching.
- 5.41 With regard to ethnicity, although the findings from the 2006/07 surveys suggested that white British NQTs were more likely to feel prepared to meet a range of DfES values and aims before starting to teach, this finding was not replicated. This could reflect the smaller sample size in the 2007/08 surveys.
- 5.42 In 2003, NQTs cited their initial training and/or support needs required when first entering the teaching profession as behaviour/classroom management and pupil indiscipline, managing SEN pupils, an effective mentoring system during the probationary period, and the delivery of subjects that are not necessarily specialist subject areas (e.g. PHSE, PE, music). It seems clear from the findings presented here that these remain the key areas for further training five years on.
- 5.43 In the 2003 Spring survey, NQTs were asked how well they felt their teacher training course had prepared them specifically to manage behaviour in school. Although almost half felt they had been adequately prepared (45 per cent), 41 per cent felt poorly prepared and only 14 per cent felt well prepared. The Spring 2007 and 2008 surveys explored this further. NQTs were asked how prepared they felt to deal with a range of poor pupil behaviours; Figure 5.4 shows the results. The findings are very similar for each year, notably between 85 and 90 per cent of respondents across the two years felt ready to deal with low-level discipline. However, more than half did not feel prepared to deal with physical violence (62 per cent in both years) or discrimination and harassment (61 per cent in 2007 and 56 per cent in 2008). It is clear that teacher training is not preparing NQTs to deal with the range of poor pupil behaviour that could be experienced in the classroom. Training may also help to reduce its prevalence, for example, by being able to stop the behaviour before it escalates.

¹⁵ Specifically to: utilise different strategies to promote good behaviour by individual pupils; utilise different strategies to establish a purposeful classroom environment; identify and support pupils who experience behavioural, emotional and social difficulties; establish a classroom environment where diversity is valued and where pupils feel secure and confident; to anticipate and manage pupils' behaviour constructively, whilst promoting pupils' self-control and independence; and finally to recognise and respond effectively to equal opportunities as they arise in the classroom.

Figure 5.4: Percentage of respondents who felt unprepared to deal with behaviour¹⁶



- 5.44 By five years into their career, the vast majority of interviewees believed that their ability to deal with poor pupil behaviour had improved; only one thought that it had got worse. The improvements were attributed to greater experience (leading to increased confidence and decisiveness). Other contributing factors included establishing a reputation:

I've got much better at it. It helps having a reputation around the school. You develop it through consistency; I've started getting a lot of younger brothers and sisters coming through. I've been here four years. Staying at the same school helps, that's what scares me about moving on.

Interviewee 15, local authority secondary, 2007

- 5.45 Several felt that they were better at implementing their existing strategies and catching poor behaviour earlier and easier, for example:

I know what I'm supposed to do. I'm trying to deal with it more quickly. Rather than saying anything it's just a look, being more direct.

Interviewee 1, primary supply, 2007

- 5.46 That is not to say that continued training is not necessary; indeed, interviews found that even after five years of teaching, RQTs were still learning and implementing different/alternative behaviour management strategies (often as a result of training, mentoring or observing other teachers):

It's about maintaining motivation. I've got more experience having dealt with it all before and knowing more ways to deal with it from training. I've had quite a lot of INSET training in school this year.

Interviewee 5, local authority secondary, 2007

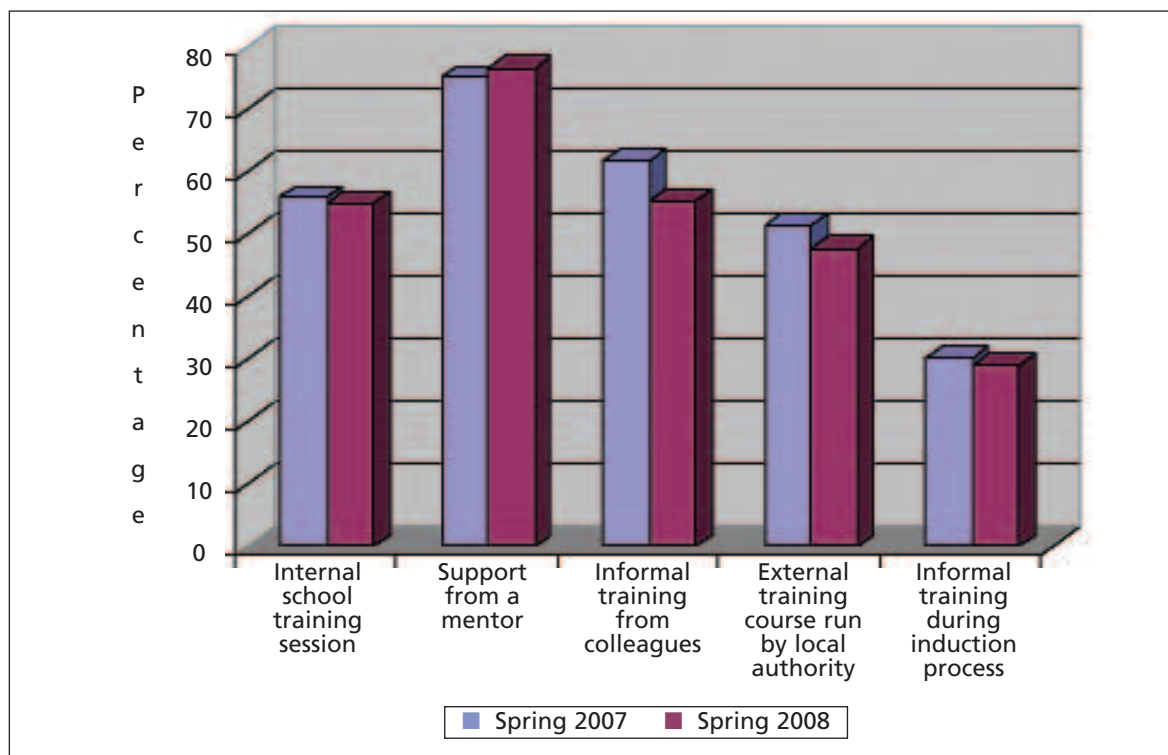
TRAINING AND SUPPORT ON POOR PUPIL BEHAVIOUR

- 5.47 In Spring 2007 and 2008, NQTs that had been in post for up to two terms were asked what training and support they had received on behaviour management since they had been in post. As seen in Figure 5.5, the findings were very similar for the two years. In each year, approximately three quarters of NQTs had received support or training on behaviour management (77 per cent in 2007 and 73 per cent in 2008).

¹⁶ This includes respondents that reported feeling 'poorly prepared' or 'very poorly prepared'.

5.48 The most common type of training was support from a mentor (75 per cent in 2007 and 77 per cent in 2008) and informal training from colleagues (62 per cent in 2007 and 55 per cent in 2008). Internal school training (56 per cent in 2007 compared to 55 per cent in 2008) and external training (51 per cent in 2007 compared to 48 in 2008) were also common, although informal training during the induction process (30 per cent in 2007 compared to 29 in 2008) was not so common. Five per cent reported receiving another type of training; the vast majority of these reported receiving external training courses run by private companies or training agencies. These findings go against the 2003 report, which found that very few teachers had received training on behaviour management since being in post.

Figure 5.5: Forms of training and support respondents had received



5.49 Respondents were asked to rate how helpful the training on managing disruptive pupil behaviour had been; Figures 5.6 and 5.7 show the results for 2007 and 2008. In both years, the vast majority of NQTs found the training and support received helpful. Informal training from colleagues was deemed to be helpful (from 86 to 88 per cent found it 'very helpful' or 'helpful'). Indeed, in 2008, this was deemed to be the most helpful form of support or training. Support from a mentor was also deemed to be 'helpful' or 'very helpful' by most (93 per cent in 2007 and 77 per cent in 2008). It is interesting to note that in both years, more than a quarter of NQTs thought that internal school training sessions were 'unhelpful' or 'very unhelpful' (27 per cent in 2007 and 31 per cent in 2008). In 2008, 31 per cent also thought that external training courses run by the local authority were 'unhelpful' or 'very unhelpful'. This raises a question over the quality of some external training provision and the relative value of classroom/practice-based versus off-site training and development.

Figure 5.6: Helpfulness of training and support on behaviour management in Spring 2007¹⁷

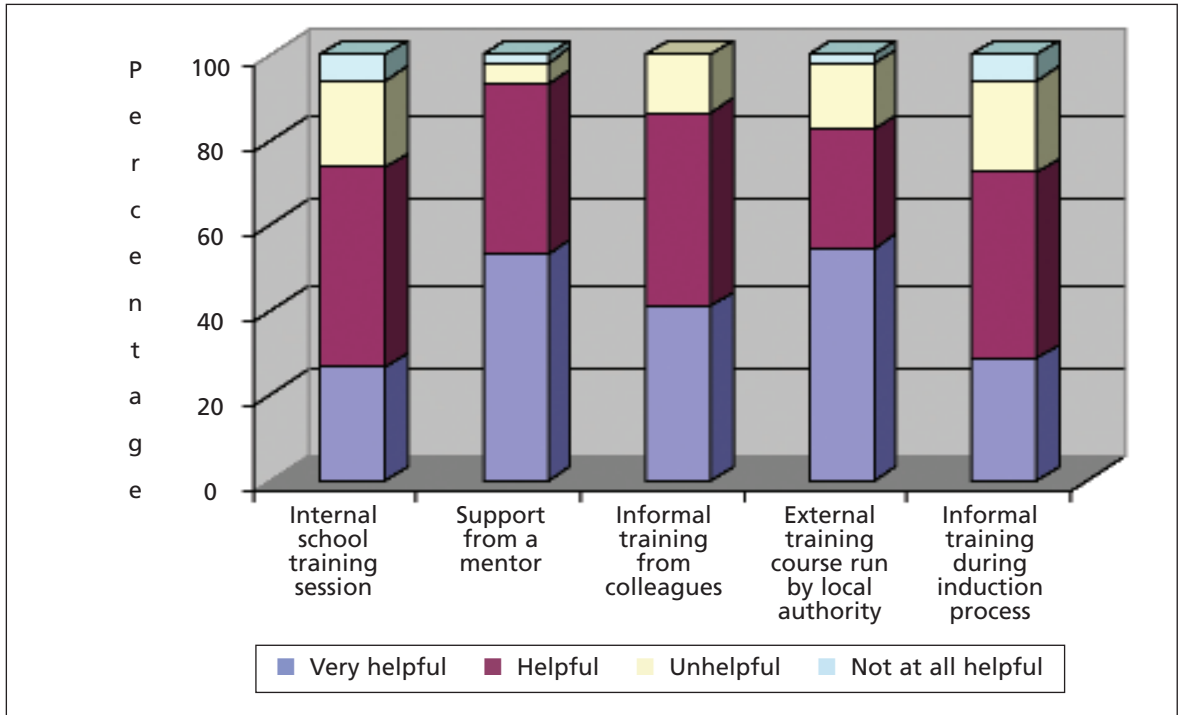
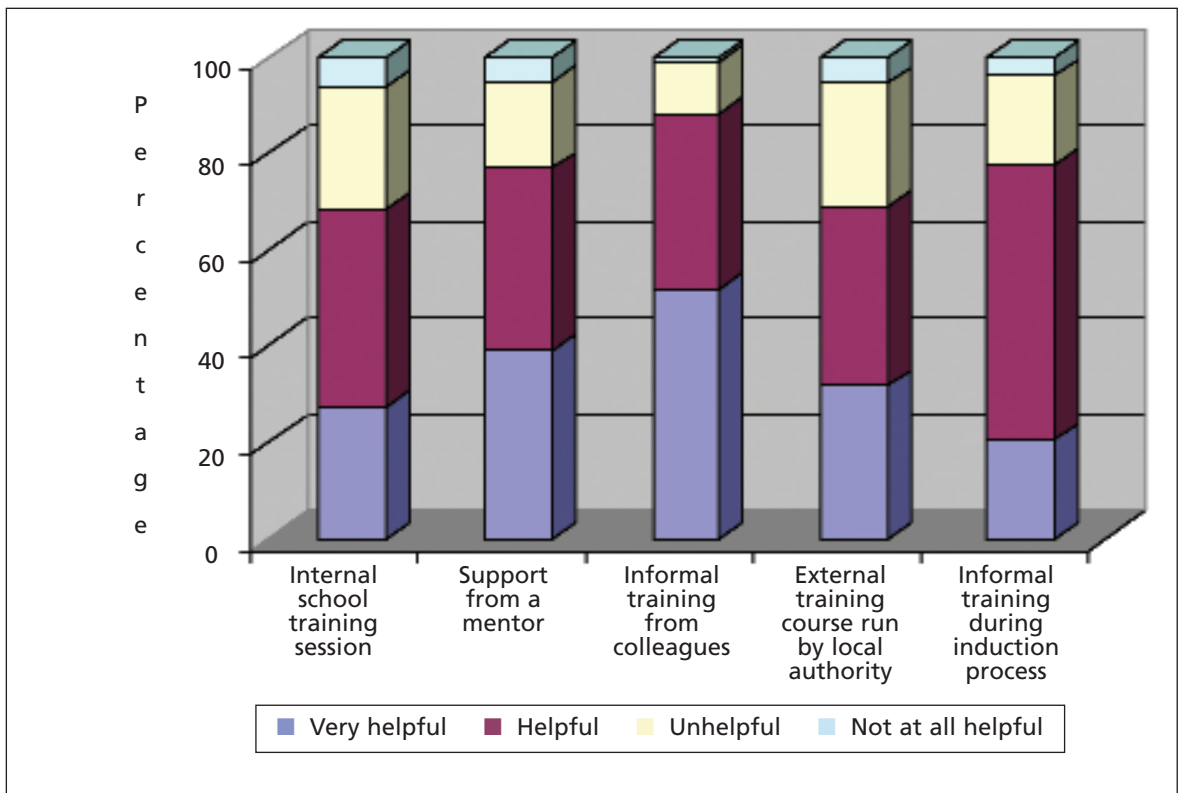


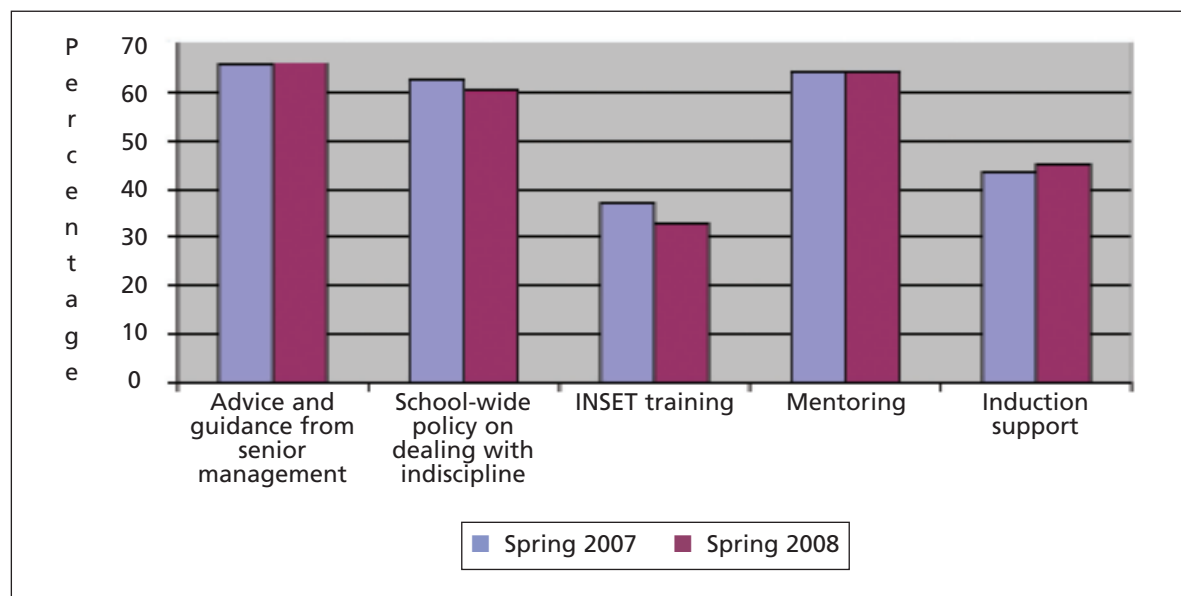
Figure 5.7: Helpfulness of training and support on behaviour management in Spring 2008



¹⁷ Figures 5.6 and 5.7 include the views of respondents that had received this form of training or support.

5.50 NQTs were also asked specifically about 'in school' support or training surrounding behaviour management; in both years, 67 per cent of NQTs reported receiving 'in school' support or training. Figure 5.8 shows the type of support received. It is clear that the findings for each year are very similar. The most common forms of advice and training received were advice and guidance from the senior management team (65 per cent in 2007 and 66 per cent in 2008), mentoring (64 per cent in both years) and a school-wide policy on dealing with indiscipline (63 per cent in 2007 and 60 per cent in 2008). Approximately one third had received INSET training in each year and around 45 per cent received induction support. This suggests that more than a quarter of NQTs did not receive any mentoring support to address behaviour management. Respondents cited a range of other sources of support, including support from a special educational needs co-ordinator (SENCO) and shadowing other teachers.

Figure 5.8: Forms of 'in school' training and support respondents had received



5.51 Figures 5.9 and 5.10 show how helpful respondents found the forms of support and training received. On the whole, in both years, NQTs found the training 'very helpful' or 'helpful'. In both years, mentoring (86 per cent in 2007 and 82 per cent in 2008) and advice and guidance from senior management (71 per cent in 2007 and 76 per cent in 2008) were deemed the most helpful. It is interesting to note that the percentage of NQTs that found INSET training helpful decreased significantly between 2007 and 2008 from 77 per cent to 62 per cent.

Figure 5.9: Helpfulness of 'in school' training and support on behaviour management in Spring 2007

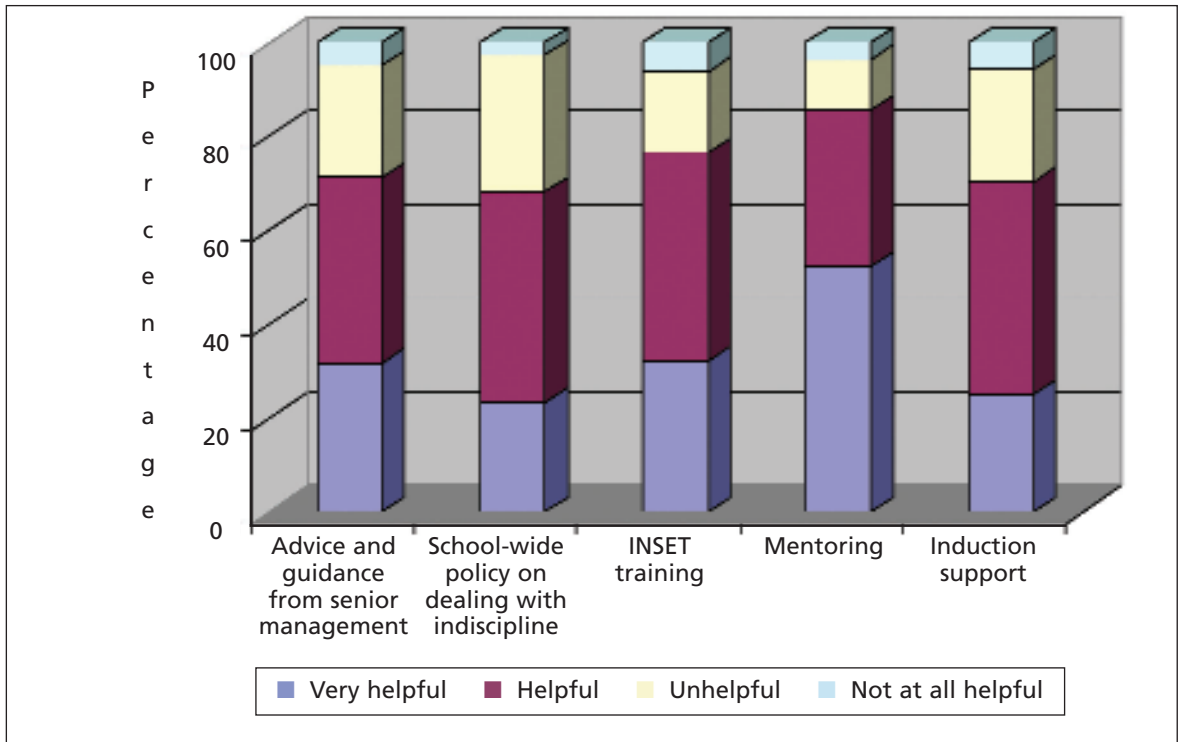
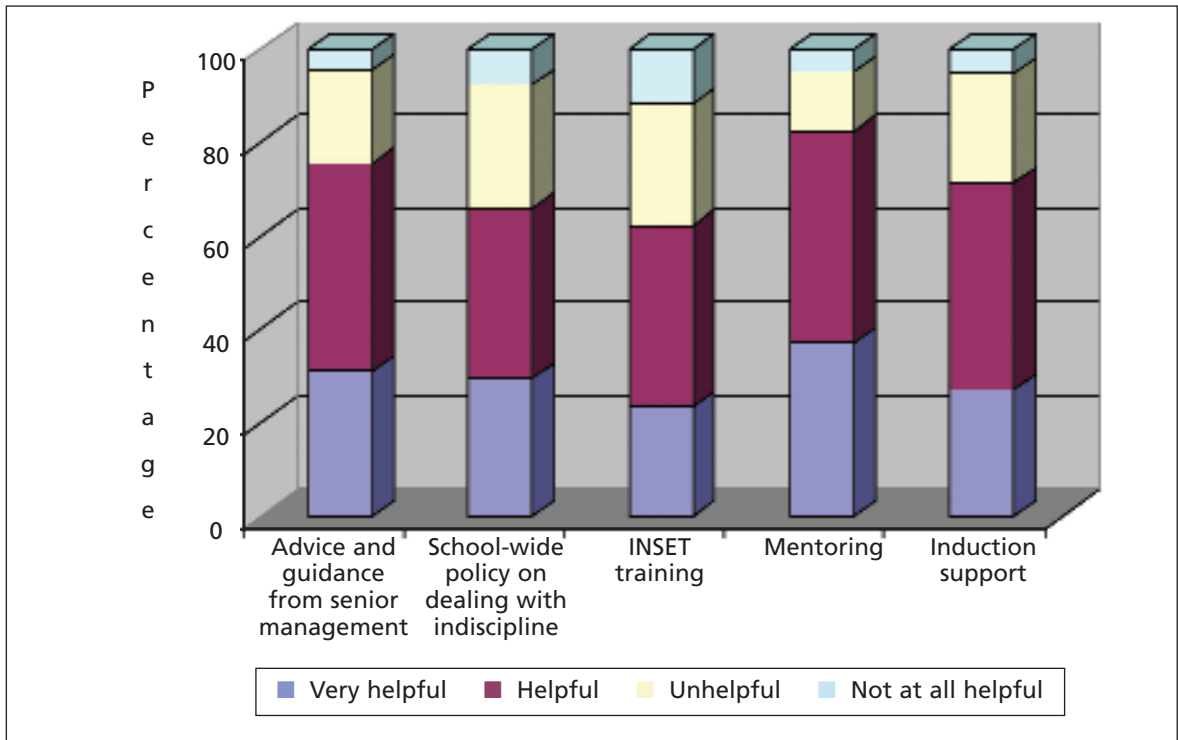


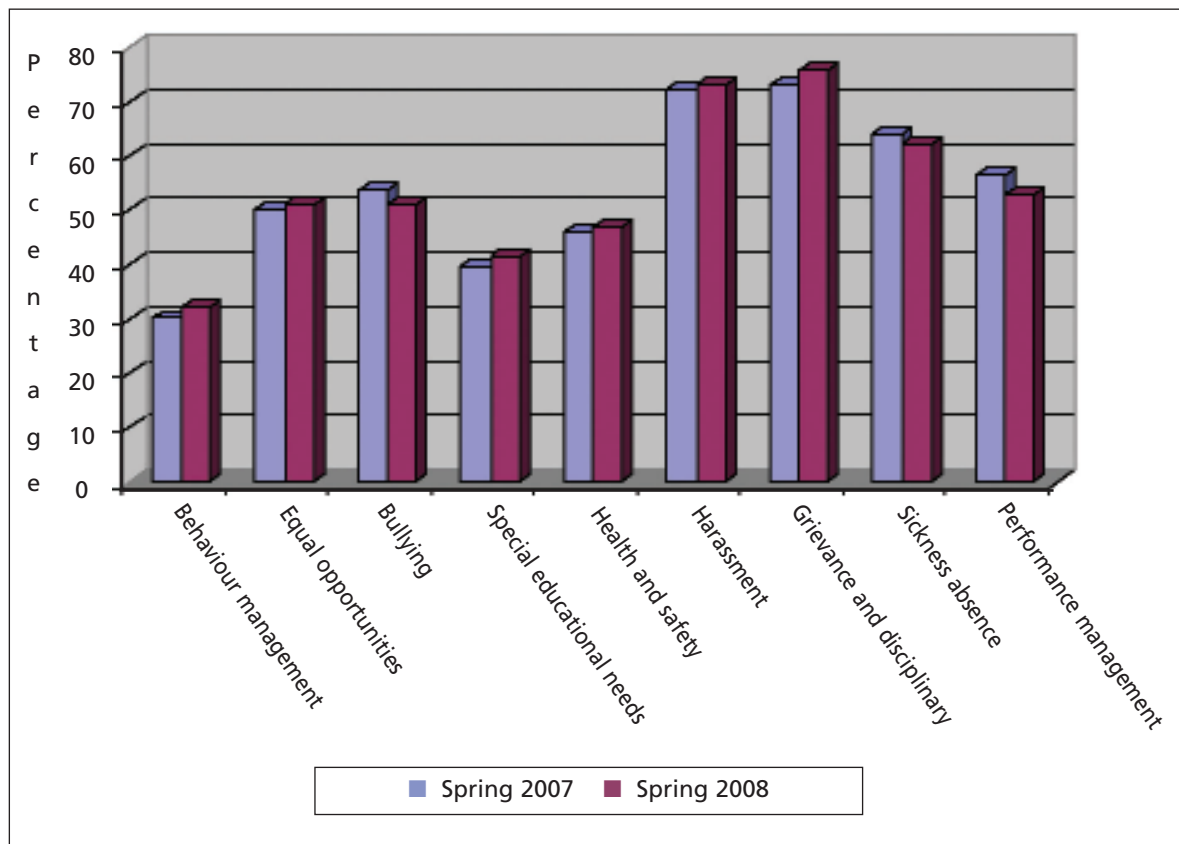
Figure 5.10: Helpfulness of 'in school' training and support on behaviour management in Spring 2008



5.52 NQTs were asked about a range of school policies, specifically whether they had been briefed, trained or supported adequately. Figure 5.11 shows the proportion of respondents that felt that the training, briefing or support they had received was 'inadequate' or 'not at all adequate'. It is clear that for both years, a large proportion of NQTs felt that the briefing, training and support on most of the school policies were inadequate. In particular, respondents felt that this was the case for harassment

(72 per cent in 2007 and 73 per cent in 2008) and grievance and disciplinary policies (73 per cent in 2007 and 76 per cent in 2008). On a positive note, however, the vast majority of NQTs (70 per cent in 2007 and 68 per cent in 2008) felt that the training, briefing and support for behaviour management policies was adequate.

Figure 5.11: Respondents that had not been adequately briefed, trained or supported on school policies¹⁸



5.53 In their fifth year of teaching, almost half of the sample of RQTs had received training on poor pupil behaviour in the past 12 months. It is important to note, however, that in the previous year of interviews, only four RQTs had received training on poor pupil behaviour, suggesting that training does not occur annually once in post.

5.54 By five years into their careers, training tended to be received on INSET days, often provided by the senior management team on the behaviour policy. Others received training from an educational psychologist or behaviour consultant from the local authority/education and library board.¹⁹ The training delivered included demonstrations on how to physically restrain pupils, assertive discipline training and behaviour therapy techniques:

It was very useful, because rather than just theory, it was looking at using voice and dealing with pupils who are disruptive and deflect the issues they are causing. It's useful to do it as a whole and discuss different issues.

Interviewee 17, foundation secondary, 2007

5.55 In contrast, one interviewee criticised a course for not involving:

Enough role play...All theory and it needs to be more hands on for people that are finding it difficult.

Interviewee 1, primary supply, 2006

¹⁸ This includes respondents that rated briefing, training or support as 'inadequate' or 'not at all adequate'.

¹⁹ The equivalent to a local authority in Northern Ireland.

- 5.56 However, the majority of teachers described their training sessions as useful; some even reported that they had put the strategies they had learnt into practice. Despite this, a small minority found their training inappropriate, reporting that they thought that the sessions were too basic/stating the obvious and the time could have been better spent. This is in line with a survey of teachers carried out in 2003,²⁰ which found that the respondents found behaviour management training inconsistent and out of date with the current climate of the school environment. These findings clearly question the quality and appropriateness of behaviour management training for NQTs and suggest that there may be a need for further training once teachers are in post.
- 5.57 Most interviewees learnt their strategies to tackle poor pupil behaviour during teacher training or on the job by observing and talking to colleagues. Some teachers reported learning their strategies during INSET training, whilst others had learnt them at conferences, with four in particular citing an NQT seminar organised by their trade union.
- 5.58 Despite some experiencing very poor support from management to address poor pupil behaviour, on the whole teachers that had been in post for five years tended to be satisfied with the level of support that they received. Indeed, the vast majority found the support they received invaluable, although a tiny minority felt that it did not have any effect on poor pupil behaviour and for some it was inconsistent. Support usually came from colleagues, the head of department, the head of year or key stage and frequently from the senior management team. It typically took the form of calling parents, talking to difficult pupils and removing pupils from class as well as looking after difficult pupils for a lesson. In 2007, respondents reported less moral support and advice than the previous year; it seems that as teachers gain in experience over time they require less support.

TEACHING ASSISTANTS/LEARNING SUPPORT ASSISTANTS

- 5.59 In 2007, a question was added to the interview schedule with RQTs to explore the support provided by teaching and learning support assistants. Teachers reported that support from teaching assistants/learning support assistants (TAs/LSAs) was frequent (typically around 20 hours per week and in some cases up to 90 per cent of their classes were supported in this way). It is important to note that not all teachers received support from a TA/LSA. TAs/LSAs tended to be allocated to a specific individual, for example, a child with special needs, or class (in secondary schools), such as a low ability class.
- 5.60 On the whole, TAs/LSAs were viewed positively, some found them invaluable.

I have an assistant with 90 per cent of my classes. When they're away it's hell. They're assigned to individuals in the class; I have one class with 15 statemented children and one assistant. They're very helpful, there's another adult in the classroom who can respond to poor behaviour, another voice to help, not just with teaching but with manners. It also helps poor behaviour.

Interviewee 16, local authority secondary, 2007

- 5.61 For most respondents, TAs could be particularly useful in defusing disruptive behaviour; they were often seen as an extra pair of eyes and ears. A typical response was:

It varies on the person in there, some are excellent and others are not. It can help with behaviour if pupils are disruptive because they don't know how to work. You ask the teaching assistant to sit with them and help them with work and that can stop them being disruptive so it can be useful.

Interviewee 22, local authority secondary, 2007

²⁰ Perpetuity (2003) *Violence and Indiscipline in Schools*. NASUWT: Rednal.

- 5.62 One interviewee also stressed that it was valuable to have someone else in the room to corroborate the steps taken in addressing poor behaviour in the case that accusations are made against a teacher. However, the effectiveness of support seems to be highly dependent upon the specific assistant allocated to their class:

No, it doesn't help with poor pupil behaviour. She has helped to increase the number of poor pupil behaviour incidents. She may talk to another student and may not have the experience to handle that situation. I might be waiting for quiet and she may be talking, which gives the wrong signal to others. It can exacerbate the situation, but not majorly.

Interviewee 6, local authority secondary, 2007

I've got a new set of TAs and realised how good some can be, prior to that they were no help whatsoever. [Interviewer] Are they helping with poor behaviour? [Interviewee 13] The one in the past year, no, the one I've experienced more recently, yes. She's willing to get involved and engaged with the pupils, she's helpful to you, working with you in the class. Others sit there and let you take it. The old one thought it was her sole role to sit with a particular pupil and they were so out of control she couldn't do anything with them.

Interviewee 13, local authority secondary, 2007

- 5.63 It is no great surprise that the quality of support from TAs is so varied. It has been found that the systems for managing TAs were surprisingly weak in many of the schools, particularly secondary schools (see OFSTED (2004); Estyn, 2009).²¹

²¹ OFSTED (2004) Op cit; Estyn (2009) *Evaluation of the extent and impact of remodelling on learning and the school workforce*. Welsh Assembly Government.

SECTION 6: TEACHERS' BEHAVIOUR MANAGEMENT STRATEGIES

- 6.1 Teachers reported having developed for themselves a range of strategies for managing pupil behaviour. There were significant differences in the approaches taken by secondary and primary teachers. Therefore, the two phases are presented separately.

PRIMARY TEACHERS' BEHAVIOUR MANAGEMENT STRATEGIES

- 6.2 By five years into their teaching career most of the primary school teachers reported that they had good behaviour management strategy foundations in place. Overall, the majority of the primary school teachers reported using a system of rewards and positive reinforcement rather than punishments. These included sticker charts, certificates, house points and notes home for good behaviour. Several primary teachers described visual tools such as behaviour charts, as one described:

A4 paper split in half, with a sunny and a cloudy side. If they've done something bad but I feel ok about it they go onto the sunny side, if they do another thing wrong they go onto the cloudy side. It lasts a day; if they do three things in one day then they lose five minutes of golden time, which they absolutely hate. They hate to see their name on the chart and can earn it back off. It really works because they get their warning and they don't want to lose their golden time so they don't do it.

Interviewee 19, local authority primary, 2007

- 6.3 This strategy was deemed to have a longer term impact on encouraging good behaviour. One teacher used cards with a particularly noisy class. Each child had three cards and if they shouted out, they would have a card removed, if they lost all their cards, they received a forfeit. Those children that did not have any cards taken away received a sticker or stamp as a prize. Indeed, although most used rewards, some did take privileges away from pupils, for example, depriving children of playtime, break time, or excluding them from their favourite lesson, such as physical education. If there was very bad behaviour, teachers reported that they may threaten to call parents, and in some cases bring them into the school.
- 6.4 Some used activities to control behaviour, such as clapping, getting the children to put their hands on their heads or encouraging 'good listening and good looking', whereby the teacher would not start speaking until all of the children were looking at them. Another teacher cited short-term measures such as counting down from five to quieten the class:

I count down from five. They see my fingers in the air, I start off quite loud 54321 and by the time I get to one I'm quite quiet and they're all looking ready, sitting.

Interviewee 19, local authority primary, 2007

- 6.5 Another method involved using rhymes such as '1234 put your bottoms on the floor'. One teacher offered the child choices, for example, 'you can come and do it now with me or we'll have to do it at breaktime'. Most of the interviewees reported that their strategies only had a short-term impact, one teacher explained:

Some children they work better with than others, there are some that will work and then they'll be fine for the rest of the lesson, some will work with some one day and the next it won't, so I try other strategies.

Interviewee 2, local authority primary, 2007

6.6 Several teachers stressed the importance of setting boundaries, as one teacher stated:

In the long run it has stopped it this year because I've stuck to my guns and set down my boundaries so the children know what to expect from me and the consequences. For the first half term the children found it difficult and I did too keeping on top of it, but in the long term it's worked this year really sticking to my guns.

Interviewee 9, local authority primary, 2007

6.7 Another explained:

Setting the ground rules so there isn't bad behaviour, letting the children know what is expected of them in the classroom and letting them know what will happen if there is bad behaviour.

Interviewee 10, local authority primary, 2007

6.8 One teacher cited the importance of ensuring that children recognise there are consequences for poor behaviour; they explained:

A lot of the kids were rebellious against him [a child with problem behaviour] because he was given jobs when he was sent to the head and they saw that as a treat. It was seen that he was rewarded for his bad behaviour. Children need to see bad behaviour has a consequence and that it's not a positive consequence. If you're seen to be given a treat, it undermines it.

Interviewee 27, local authority primary, 2006

6.9 A small number of the teachers reported reciprocal arrangements with other teachers, which could include sending a child to another class if her/his behaviour had deteriorated. For example, the class teacher would give the pupil a note to take to another teacher saying 'will you keep this child?'

6.10 Teachers reported incidents of poor pupil behaviour to: other teachers; the deputy headteacher; the assistant headteacher; and the headteacher. Responses tended to be removing the child for a short break or involving parents, which most of the teachers were satisfied with and found effective.

EXAMPLES OF STRATEGIES USED IN PRIMARY SCHOOLS

(i) The use of comic stories

6.11 Interviewee 26 is a 39 year old female working in Northern Ireland in a speech and language unit. She had to use a range of creative strategies for encouraging good behaviour among children with ADHD and autism. She experienced extreme bad behaviour, which resulted in temper tantrums, shouting and screaming. She cited using comic strips and stories as a way to get children to think about their behaviour, in particular, because autistic children work best with visual teaching methods.

6.12 If she was taking the children on a trip, for example, she uses social stories or comic strips to help to prepare the children for what they will do, how they will get ready and how they will behave. The children draw stick figures with conversation bubbles saying what will happen, for example, the teacher will say 'Mrs Price likes to teach P4 and she likes you all to listen' and the children have to draw this. If the child cannot or does not want to write the speech bubbles, the teacher can write it on their behalf; however, the child has to read it and then discusses with the teacher what they think about the picture.

(ii) Parental involvement

- 6.13 Interviewee 27 is a 47 year old female teaching in an English local authority primary school in an urban area with high levels of deprivation. She reported that there were a handful of children that would misbehave. One child on a special educational needs register would regularly refuse to participate in lessons, walk out of lessons and throw things across the classroom.
- 6.14 The child would replicate television shows such as Doctor Who or Star Wars in the playground resulting in violent behaviour such as punching and kicking. His mum came into the school and reported having similar problems at home; they developed a strategy together to address the behaviour. If he was well behaved at school, he could use the computer for an hour at home and after his break at school. Initially, he improved at breaktime but struggled at lunchtimes; however, they continued with the strategy. Eventually, after a term, his behaviour changed.

SECONDARY TEACHERS' BEHAVIOUR MANAGEMENT STRATEGIES

- 6.15 Secondary school teachers were more likely than primary school teachers to report having changed the strategies that they used to deal with poor pupil behaviour in the last year. Often the experience of these teachers suggested a tendency towards experimentation, often in the absence of formalised strategies for use across the whole school. The feedback from teachers indicates that even after five years of teaching, secondary school teachers are continuing to develop and test new approaches to managing pupil behaviour in the classroom.

- 6.16 Interviewees gave a range of reasons for the changes in the strategies that they used, such as a change of school or behaviour policy within their existing school. Pupils' behaviour was cited as another reason; in general, those who reported to be more positive also reported having less bad behaviour, whilst those that reported removing students more than the previous year also stated that they had a particularly challenging group of students. Some reported using fewer strategies because they felt they did not need to. As one interviewee explained:

I've used less strategies, partly because I don't feel I need to. I used to put names on the board, use yellow and red cards but I don't do much of that anymore.

Interviewee 14, local authority secondary, 2008

- 6.17 A handful commented that they have got better at using strategies. It certainly seems that more time in the job and increased confidence helps RQTs to respond to poor pupil behaviour. Indeed, one teacher explained:

I'm more prepared to wait for silence now than I was...I feel fairer and more consistent about dealing with poor behaviour.

Interviewee 8, local authority secondary, 2008

- 6.18 In contrast to primary teachers, secondary teachers tended to use more punitive measures and reprimands. Furthermore, the general approach was very much in line with that described by NQTs in 2003/04, whereby an initial visual and/or verbal warning was given, followed by a second reprimand and if bad behaviour persisted, depending on the behaviour, it would result in either a detention, being moved to sit elsewhere, being spoken to outside the classroom or being excluded from the room. Typical punishments included: detentions, keeping students back in their free time and referrals on to form tutors. One interviewee described the impact of adding extra minutes of the class to eat into their breaktime:

Each time they do something I put a minute on [the board] and once they settle down and start doing work I remove the minutes...In my year 7 class...one [pupil] has massive problems at home, and has no incentive to stop misbehaving. I use the minutes technique a lot...I could get a good ten minutes work out of them whilst removing the minutes, he didn't want to lose ten minutes of break. I can see good behaviour is resulting in the minutes being removed, which is more of an incentive to keep on with it [the strategy].

Interviewee 22, local authority secondary, 2007

- 6.19 Extraction of the pupil from the classroom was a very common method of dealing with poor pupil behaviour, as one teacher explained:

...at the end of the day you've got however many in the classroom and you're sending someone away so you can teach that class.

Interviewee 24, local authority secondary, 2006

- 6.20 However, another added:

Putting disruptive pupils out works incredibly well, but it's got to be tempered with their need to be educated. You've got to be seen to be fair and give them a couple of chances.

Interviewee 8, voluntary aided/foundation secondary, 2006

- 6.21 Extraction tended to depend on the support provided by the school or department. Rather than fully excluding pupils, some teachers asked pupils to leave the room to allow time for them to 'cool off'. As one teacher stated:

If I think strategies in the classroom aren't working, I ask them to go outside. You can back students into a corner, where they can't back down from – asking them to go outside and calm down gives them time to think about it, there's no audience.

Interviewee 21, local authority secondary, 2007

- 6.22 Other behaviour management strategies that were typically used included periods of silence for pupils to reflect on their behaviour, moving seats, staring at individuals to show disdain for their behaviour and displaying both expected standards and sanctions for poor behaviour on the classroom wall. In line with primary teachers, several secondary teachers highlighted the importance of setting boundaries, being disciplined at the start of the term and following through with the sanctions for poor behaviour. One teacher explained how they managed their classes:

I have a very organised way of coming into the room. I make sure the systems are the same; every time they come in they have to come in a certain way. I check their uniforms and ask them to put the date in their books as soon as they come in. I get them to start working as soon as possible. I have seating plans and a ten-minute silence in every lesson where pupils have to work in silence, they know this and where they don't [work in silence], they are detained at the end of the lesson.

Interviewee 22, voluntary aided secondary, 2006

- 6.23 Another explained how valuable teaching time, together with non-contact time, is lost as teachers seek to ensure that pupils follow the rules.

I wouldn't start unless they are silent. To begin with I'd have battles with them to get them silent, I would stay on in lunchtime and breaktime. Now I can get quiet relatively easily.

Interviewee 17, voluntary aided/foundation secondary, 2006

- 6.24 Teachers also stressed the importance of pupils knowing the consequences of bad behaviour. As interviewee 22 stated:

Pupils get used to the system, they know what's expected of them and they know the consequences of that not happening.

Interviewee 22, voluntary aided secondary, 2006

- 6.25 Contacting parents was perceived as particularly useful by some of the interviewees and some reported that they would be quicker to contact parents five years into teaching than they were in the past. Several teachers contacted parents by phone or letter; some would do this quickly while others would only do it if they had a pupil repeatedly misbehaving. One teacher explained how they tested parents' supportiveness.

I will have spot checks and letters sent home to every single parent of those that don't have them [pens and pencils] and then you find out which parents are supportive by the response and you can identify those who will react if you threaten to contact their parents.

Interviewee 11, local authority secondary, 2006

- 6.26 Several highlighted the importance of utilising strategies to avoid poor pupil behaviour; several methods were cited. These included having clear expectations and praising those who were well behaved. Furthermore, seating plans, well-planned lessons and alternative easily accessible resources for pupils struggling with the material were described.

The best way is to make lessons so interesting that they don't feel the need to muck around, but that's difficult in some environments.

Interviewee 25, secondary private school, 2006

- 6.27 One recommended using small chunks of work that kept them focused for a few minutes.

For some of the toughest kids, have a good source of differentiated work, worksheets or work that they can access that means that they can do small chunks. Very simple worksheets with very clear guidelines of a lower level than what you give the rest of the class, but making it less blatant.

Interviewee 14, local authority secondary, 2006

- 6.28 All but one of the teachers had reported incidents of poor pupil behaviour to someone else in the school: head of year, department or key stage or the pupil's form tutor. Often this was necessary as part of the school's behaviour policy. The responses tended to be detention, report, or involving parents. Some felt supported and happy with the response:

They're dealt with very effectively...I feel well supported, they back you up and it's like you can't play mum off against dad, if it gets that far they know they're in trouble.

Interviewee 29, local authority secondary, 2007

- 6.29 Others thought that the senior management team did not take 'a big enough role in pupil discipline' or that things were not followed through at senior management level. Several argued that the response did not seem consistent and was not always proportionate to the behaviour. Others reported that the effectiveness of the response depended on the teacher, as one interviewee explained:

Some are very effective. It depends on the person...I look at the initials and think he's not going to do anything, but they will, so I go to them.

Interviewee 12, local authority secondary, 2007

EXAMPLES OF SECONDARY SCHOOL LEVEL STRATEGIES

(i) Warning system

6.30 Interviewee 16 was a male aged 45 who had completed a PGCE to teach at secondary level. He had been in his current post for less than a year at the time of interview in a local authority secondary school with 500 pupils teaching years 7 to 11. The catchment area is a rural town with some of the highest levels of deprivation in the country.²²

6.31 He would experience low-level disruption, such as talking, shouting, getting out of chairs and attention seeking, once or twice a week. He reported that this low-level disruption can escalate into extremely poor behaviour if not dealt with promptly.

6.32 In order to address repetitive low-level disruption, the teacher had introduced a warning system:

Firstly, a verbal warning, secondly, their name goes on the board, then they get a cross against their name, which means a ten-minute detention, but they do have the opportunity to work those off with good behaviour, then they're out. The senior management come down to take them away and that also means a half an hour detention after school.

Interviewee 16, local authority secondary, 2007

(ii) Exclusion

6.33 One 32 year old female teacher with slight hearing loss reported using a zero tolerance approach with one class. She was working for three years as a science teacher in a local authority secondary school with 1,400 pupils in a rural area with low levels of deprivation.

6.34 She reported having problems with one particular year 10 class where the behaviour of a minority was affecting the learning of others. The behaviour included shouting out, swearing and interfering with others. This tended to occur five times a fortnight.

6.35 She introduced a zero tolerance approach with a list of six behaviours that will not be tolerated and if pupils behave in this manner three times, they will be removed. Initially they were removed by other staff in the department; however, this was ineffective and so now a member of the senior management team takes the child. Despite this action, she reported that she was not convinced that it had improved the behaviour of certain individuals on a day-to-day basis, but being able to exclude them meant that she could teach the rest of the class. Some of the children had been excluded ten to 20 times in the space of two terms.

(iii) Parental support

6.36 One 27 year old female languages teacher described the impact of parental support when working with one pupil. She was based in a local authority school in a rural area covering a mixed catchment area in terms of deprivation. It was a small secondary with only 350 pupils on the roll. She had been teaching there for two years at the time of interview.

²² According to the interviewee.

- 6.37 One year 9 female pupil in her tutor group had behaviour problems as well as learning difficulties. She was not wearing her uniform, could not put her tie on properly and was constantly chewing gum. The teacher used detentions and a report card whereby her teachers had to sign it, and the pupil also spent a day in a withdrawal unit. However, it was the support of her mother that made the difference. The teacher contacted the pupil's mother and they worked together to address the problems. The teacher would inform the pupil's mother at the end of each day and the mother would not allow the child to use the television or Playstation unless she was well behaved. The teacher reported that within two weeks the pupil was wearing her uniform correctly. The teacher added:

It wouldn't have happened without a very supportive mother and they're not all like that.

Interviewee 5, local authority secondary, 2007

SCHOOL-WIDE STRATEGIES

- 6.38 In the 2004 Spring survey, nearly a third of respondents (28 per cent) reported that in-school support was inadequate. Many called for a clear and structured whole school policy and practice in addition to effective support from senior management and mentors. Indeed, the findings from the interviews with RQTs in 2007 and 2008 supported this; one primary teacher reported that strategies are only effective if the whole school work as a team using the same strategies. A primary supply teacher argued that the strategy used by the teacher was irrelevant; the important thing is that the children know the consequences of their actions and that there is support in place. To build on this, the interviews with RQTs explored the presence of school-wide strategies.
- 6.39 None of the interviewees specifically named any of these strategies as being in place within their schools; however, it is important to note that they were not asked specifically whether any of these strategies existed in their schools. Instead, they were asked to describe the strategies used by the school to deal with poor pupil behaviour. The vast majority of strategies described were referral routes for incidents of poor pupil behaviour and the ensuing sanctions. In some of the secondary schools there was a 'withdrawal room' although this was known under a range of different names. It is important to stress that the findings only present what interviewees know about their school practices and processes and it might not reflect the full range of strategies actually in place within the school.

PRIMARY SCHOOL-WIDE STRATEGIES

- 6.40 All of the primary teachers reported that their school had a behaviour policy, although the supply teacher rarely saw them. She explained that some schools would provide a pack in advance, although most did not. One of the teachers reported that the school was in the process of reviewing the behaviour policy in order to develop agreed procedures that will ensure continuity throughout the school. Primary teachers deemed that a good behaviour policy that children were reminded of each year was the most effective method to encourage good behaviour.
- 6.41 Some of the primary schools had school-wide strategies; however, most did not. In those that did, it was usually a referral process using forms, a book, or cards with an agreed referral route.
- 6.42 Although several reported a referral system for poor behaviour, only one respondent reported that their school applied a school-wide reward strategy. In most cases it appeared that the behaviour management approach adopted depended entirely on each individual primary class teacher.

SECONDARY SCHOOL-WIDE STRATEGIES

- 6.43 All of the secondary schools had a formal behaviour policy; a handful of the interviewees had received training on the policy in that year, which they viewed positively. One interviewee reported that their policy had changed a lot in recent years, which led to confusion and made it ineffective. It was clear from the interviews that a consistent school-wide approach is fundamental when tackling poor pupil behaviour. As one interviewee explained:

It's standard across the school, part of the pupil behaviour policy, which they all know about and they have to follow – if we don't use it we get struck up by pupils – it's got to be fair...I think the better behaviour [at this school] is due to behaviour policy and expectations of behaviour in the school. There's zero tolerance in the school to deal with bad behaviour.

Interviewee 16, local authority secondary, 2007

- 6.44 Schools tended to have a process of warnings, detentions, upward referral and parental involvement, with permanent exclusions as a very last resort. This was more formalised in some than others and for several it was not school wide but specific to their department. In some of the schools there were strict guidelines detailing the consequences of different types of behaviour. For example, one teacher described the system in their school:

If I've used all of my strategies and they're still being inappropriate, I can give them a formal warning. If they get three in one lesson, they're isolated for the rest of their lessons, they go to the pupil support unit. There are consequences attached to that, they get a one-hour after school detention and a letter home to their parents. And if they get so many during one term then they're temporarily excluded for two or three days. There's a hierarchy of consequences.

Interviewee 21, local authority secondary, 2006

- 6.45 Another respondent said their school had a system that incorporated praise with punishments.

My last school had a 'choose to succeed' system; it was up to students to choose. If they did well, they got praise and certificates, etc. if they choose not to, they get warnings...their first formal warning led to a detention with a teacher, the second formal warning has a longer detention with a teacher, although at the teacher's discretion the kids could try to work it off with better behaviour if they wanted. If they got a third formal warning, they got a detention with the head of department and they write an apology. If they're caught again, they got the parent in to tell them that the student wrote letter of apology and a behaviour contract and they haven't abided by it. The majority of the time that worked, on the fourth warning they were sent to the quiet room and they stayed in there for six lessons. It was a very effective way, the children knew what would happen, they knew if they got four warnings what would happen, they'd get up and walk out because they knew.

Interviewee 16, local authority secondary, 2007

- 6.46 One teacher cited a code system where pupils received different punishments for different actions; however, they reported that they were given out too easily, making the punishments ineffective.

It was D1 to D5...D1 was you're talking, D2 was I'll move you, D3 was detention, D5 was isolation. They could get to isolation so quick it was silly; it wasn't effective, it was a badge of honour.

Interviewee 12, local authority secondary, 2007

- 6.47 All of the interviewees reported that their schools would use exclusion from the school but very rarely. One interviewee commented that: *"I get the impression that the case is always to keep them in the school."* Two interviewees were under the impression that the school avoided exclusions due to the financial impact:

Yes, very rarely [expel] but they do. If they're expelled before 1 April, all the money for that pupil goes to the new school. It's very rare, but I have seen a pupil referred before 1 April.

Interviewee 16, local authority secondary, 2007

- 6.48 In contrast, schools tended to use managed transfers inside the local authority instead of exclusions. Two reported that these were effective.

I had one pupil who was very close to being excluded, they moved to another school and they're still there two years on.

Interviewee 6, local authority secondary, 2007

- 6.49 Another added:

We do well with the managed transfers we receive; they do better at our school than they do at others.

Interviewee 22, local authority secondary, 2007

- 6.50 Despite this, a handful of interviewees argued that local targets to reduce levels of pupil exclusions had impacted adversely on the management of poor pupil behaviour.

The LA had wanted to reduce the number of exclusions in the city so they were lenient on the pupils so that it reduced the number of exclusions. But whole school pupil behaviour has reduced, so it's not as effective as if they didn't have to meet the LA exclusions targets.

Interviewee 28, local authority secondary, 2006

- 6.51 According to respondents, most of the schools operated some form of internal exclusion system. However, some reported that this system was ineffective for two reasons: either a member of staff did not come, maybe because they were already dealing with another incident, or the problem would escalate before the duty staff could attend. One teacher reported:

...can be effective but not always as effective as it could be; when they're busy it could take 30 minutes for them to reach you. Sometimes the students can be just as rude, if not ruder, to the staff that are manning it than to you.

Interviewee 22, local authority secondary, 2007

- 6.52 One interviewee said that their school reviewed their system after the supervision room had 'become a meeting place'. In another school their on call system had been removed because the senior management team thought it was being abused; they explained:

We had a call out system, but in the last couple of years it's been removed and we're not supposed to ask pupils to be removed, but we do.

Interviewee 20, local authority secondary, 2007

- 6.53 A similar problem occurred in another school:

We had a supervision room, which was a whole school thing, but now it's dealt with within our own department. I think that's a negative thing, the school closing their eyes to the whole situation at management level...The Government sets levels for exclusions – we were heading towards that and this creates a barrier to exclusion.

Interviewee 5, local authority secondary, 2007

- 6.54 One school seemed to have a strategic approach to dealing with poor pupil behaviour using a range of measures. The school had an on-site centre that provided counselling and general support for pupils with behaviour issues or poor attendance. The school also allowed Key Stage 4 pupils to have a reduced timetable spending only three days per week in the school, one day at partnered colleges doing vocational courses, such as hairdressing or car mechanics, and one day a week work experience. However, this was the only school in the sample of 30 that was reported to use such measures to tackle poor behaviour.
- 6.55 Some of the teachers reported forms of pastoral support for bad behaviour. One of the schools had behaviour assistants that work with excluded pupils; another had an Emotional and Behavioural Difficulties (EBD) Co-ordinator and two EBD Teaching Assistants. One school had a head of inclusion that met with outside agencies and parents and developed a strategy for working with a child, which is circulated to all of the staff working with that child. Another school had a police officer on-site, which suggests that the school may have been part of an SSP.
- 6.56 Some of the schools had simple measures in place, such as a school journal, which was a method of two-way communication with parents; teachers could write messages in it for parents regarding behaviour. The teacher explained:

With some it won't work because they don't show their parents or parents aren't supportive, others quake if you say have you got your journal?

Interviewee 20, local authority secondary, 2006

THE EFFECTIVENESS OF STRATEGIES

WHAT WORKS

- 6.57 All of the primary teachers and most of the secondary teachers reported that behaviour management strategies only tended to have a temporary impact on those with particularly bad behaviour. Despite this, on the whole the methods deemed to be the most effective at tackling poor pupil behaviour were the same for primary and secondary teachers:
- involving parents to encourage support from home;
 - informing pupils of what is expected of them;
 - praising good behaviour;
 - catching behaviour before it escalates;
 - having the right resources, such as a teaching assistant or well-planned lessons;
 - upward referral;
 - developing a relationship with the pupil;
 - warnings;
 - removal of free time or exclusion.
- 6.58 It is worth stressing that some interviewees highlighted that the effectiveness of the strategy depends on the pupil. Indeed, some would use trial and error to determine what worked with each new class. One interviewee stressed that sanctions and rewards have to change with age, for example, that no homework would be more effective than a golden sticker as pupils matured.
- 6.59 Primary school teachers recommended using praise and positive reinforcement such as rewards, for example, stickers, smiley faces, sweets or notes home to parents. They also found that visual tools, such as behaviour charts on the classroom wall, were effective. Primary teachers' approaches were very much grounded in one-to-one rather than system-wide behaviour management techniques.

- 6.60 A handful of teachers stressed that setting strict boundaries could stop poor behaviour permanently. As one teacher described:
Once they realise you're serious, it has a positive effect. Sent 30 to the supervision room the year before, in the last year just ten. Permanently stopped bad behaviour. Some teachers have very few behaviour issues, pupils realise you're serious in your endeavours and following it up and making sure there's consequences. Spend time ensuring consequences happen. In the early years you're so snowed under with other things you don't find time to do it.
 Interviewee 13, local authority secondary, 2007
- 6.61 For many secondary school teachers contacting parents was seen as one of the most effective methods for dealing with poor pupil behaviour; however, one teacher did point out:
...there's a correlation between parents who are not interested or don't support school and behaviour in lessons.
 Interviewee 17, local authority secondary, 2007
- 6.62 Excluding pupils from the lesson was seen to make it easier to teach the rest of the class; however, it only had a short-term impact on the disruptive pupil's behaviour:
Making pupils excluded works in the short term. But it only works if you have support systems in school to do that.
 Interviewee 13, local authority secondary, 2007
- 6.63 For those with more challenging behaviour, some interviewees reported working in conjunction with an EBD Co-ordinator.

WHAT DOESN'T WORK

- 6.64 There was a clear consensus among primary and secondary teachers that shouting was the least effective strategy. It was commented that pupils become used to shouting and its impact is reduced. One primary school teacher provided an example to demonstrate the effect of volume management on classroom behaviour:
After Easter I had my thyroids operated on and when I went back I couldn't shout. Because I couldn't, I didn't. The voice level in the classroom responded – the whole thing was quieter because I couldn't raise my voice. The children soon learnt that when I stood with my arms folded that meant quiet. It's much easier if you don't shout.
 Interviewee 27, local authority primary, 2007
- 6.65 Several secondary school teachers reported that shouting could escalate into an argument, which could seriously damage the pupil/teacher relationship. One teacher described an incident:
I shouted at a girl and she screamed back at me and...I resorted to almost insulting her because she was winding me up and making me look silly. It dented my relationship with her for a while.
 Interviewee 29, local authority secondary, 2007
- 6.66 Despite this, one interviewee did report shouting as a strategy to deal with poor pupil behaviour. Indeed, a small handful reported that shouting could be effective if used very rarely. For example, one explained how shouting could demonstrate how serious a pupil's behaviour is to them and others:
I very, very rarely shout and because of that classes know it's serious. I was the assistant head of Key Stage 3 and had to pull a student out of a lesson. I was determined to make him realise how angry I was with what he'd done and because everyone else knew what he'd done that everyone else knew I was angry, so I did it so that everyone else would hear as well. There was no backchat.
 Interviewee 6, local authority secondary, 2007

- 6.67 One primary teacher also stressed that having rewards that were too far in the future, for example, using the incentive of a Christmas party several months before, was ineffective for some children.
- 6.68 Furthermore, it was stressed that there were some children for whom none of the strategies worked, such as pupils with problems at home or behavioural issues such as ADHD. One interviewee stated:

I think there are some children who are just not suited to being in a school environment. They can't deal with the curriculum, social expectations, sitting down and writing for five hours a day. Some kids will just be fighting their whole school careers because they're just not suited to being there.

Interviewee 24, local authority secondary, 2006

- 6.69 There were also concerns from some teachers that sanctions to address poor pupil behaviour were ineffective. For example, many complained that detentions had lost their impact. As one teacher described:

There are so many children in detention they all meet up and go home together. If they don't do their homework, they don't care, they just stay on at school for an extra hour and do it then.

Interviewee 5, local authority secondary, 2007

PROBLEMS IDENTIFIED BY TEACHERS

- 6.70 NQTs and RQTs experienced a range of issues throughout their careers. In 2004, 28 per cent of NQTs thought that in-school support was inadequate with two clear messages: the need for a clear and structured whole school policy and practice in addition to effective support from senior management and mentors. These issues were explored in further detail over the five years and are discussed here.

MANAGEMENT

- 6.71 It is clear from consultation with NQTs and RQTs that the poor management of the school has a significant impact on teachers' experiences. Some teachers reported changing schools due to poor management, for example, one interviewee who had been considering leaving the profession when interviewed in 2006 due to poor support from management had moved to a new school with better management where she was enjoying teaching and considering her options for career progression within the profession. It is clear that poor management can impact on staff retention. One teacher commented:

If I could get another job, I would do. The style of management at the school is very heavy handed and is turning a lot of good teachers off.

Interviewee 18, voluntary aided primary, 2007

- 6.72 Not only is management of NQTs an issue, but it seems that in some cases where teachers receive management responsibilities, this does not come with the required support. Two RQTs had been promoted to acting heads of department. One reported receiving support; however, their timetable was not reduced. The other reported that their hours increased as a result of the promotion. In both cases, this suggests that either they did not receive the relevant management responsibilities time as detailed in the National Agreement, or that it was not sufficient. Indeed, the NASUWT workload audit found that only 59 per cent of respondents with leadership and management responsibilities received time during school sessions. It hardly seems surprising that within some schools management is an issue when staff are not assigned the time required to carry out the role required.

POLICY

- 6.73 The absence of a school-wide behaviour management policy was recognised as a significant issue by several NQTs and RQTs. An agreed policy followed consistently by all staff was deemed to have a positive effect on poor pupil behaviour. Where this did not occur, it made it harder for teachers to discipline. Indeed, supply teachers cited behaviour management policy and procedure as one of the key factors in selecting which schools to work in.

Any behaviour problems I've encountered on day-to-day supply have made me refuse to go back to schools where good behaviour management policies are not in place.

NQT, October 2004

- 6.74 Furthermore, where such policy and procedures were lacking, teachers displayed lower levels of satisfaction.

I hate it! I was questioning whether I don't want to teach at all or whether it is just this school – if it was more organised, maybe I would stay. I want to work at another, more organised school where things are done for behaviour problems.

NQT, October 2004

- 6.75 The vast majority of RQTs reported using the school referral process. However, some believed that this was viewed negatively by senior management and that it had led to the perception that they were unable to cope; as a result, some no longer reported incidents.

You have to write discipline slips and I used to think of it as a sign of weakness, but I was told once it's a sign of strength, but it's looked on as a passive weakness by pupils, she can't cope and has to pass it on to someone else. I fill in a lot of them and wondered whether that was held against me at the end of the year, others don't record it. It's looked on as a sign that you can't cope, which doesn't really help your confidence in your ability to manage.

Secondary teacher, local authority school, 2006

- 6.76 It is clear that a school-wide policy is beneficial in tackling poor pupil behaviour and as such using the system should be positively encouraged not seen as a weakness.

SUPPORT

- 6.77 As well as poor management, the level of support granted to NQTs was an issue for some. It is important to note that poor support was cited as an issue for interviewees throughout the research period. A handful reported that they did not receive any support, even when there was a strategy or system in place.

They'd occasionally take a child away, but sometimes they wouldn't send them home they'd just send them to their next class...the kids would come back into class the next lesson and say 'ha, nothing happened I can do that again'.

Interviewee 4, local authority secondary, 2006

- 6.78 In some cases, the response depended on who the pupil was referred to and there was not always consistency in the response. For example:

Sometimes I think it was a bit inconsistent, we all play favourites and deputy heads are no exception...the same offence may have different sanctions for two different people.

Interviewee 29, local authority secondary, 2006

- 6.79 Others reported that senior teachers were ineffective at dealing with bad behaviour. One commented:
- The deputy's a waste of space, they don't do anything, don't have confrontations, don't ask kids to take their coats off in the classroom. They're not up for doing something about behaviour. We have one who just gives them tea and biscuits and talks to them about their problems, which is why we have such a problem, if they do something wrong they should be punished.*
- Interviewee 11, local authority secondary, 2006
- 6.80 One interviewee explained:
- Within my department one head was more effective than the other. For one there wasn't any follow up, she was less sympathetic; she didn't have any known difficult students in her classes, and so thought it was you. I felt a lack of support. If children don't turn up to a detention, then the head of department should have one for you and I could never get her to do that. She was reluctantly supportive.*
- Interviewee 8, voluntary aided/foundation secondary, 2006
- 6.81 Some of the interviewees commented on classroom support, such as teaching assistants or learning support assistants. Although classroom support was useful, one interviewee reported that this kind of support was rare. Another reported:
- You're told you'll have a teaching assistant and then you find it all changes. You can be left with 25 kids with a wide range of abilities and you need the support and you find it's not there.*
- Interviewee 1, primary supply, 2006
- 6.82 One interviewee explained how 'support' knocked their confidence:
- I...said I would like support teaching literacy, the deputy was assigned, but instead of supporting me she took over the class and I ended up as learning support rather than the teacher. It undermined my authority in the classroom when she wasn't there.*
- Interviewee 27, local authority primary, 2006
- 6.83 One commented that they often had to buy their own resources, such as stationery. They commented:
- We get enough money to survive, e.g. books and resources, but I'm always looking for more things to make it more interesting – so pens, pencils, etc. We ran out of exercise books this year and some teachers were buying students' exercise books.*
- Interviewee 13, local authority secondary, 2006
- 6.84 It is not clear what prevents the teachers interviewed from receiving support to deal with poor pupil behaviour; in some cases it is a perception that they are coping. *'If you're containing it, people just let you get on with it'*. It also seems highly likely that it is linked to poor leadership and management throughout the school. Some of the interviews also seem to suggest that it is based on a perception that the interviewee cannot cope. As one teacher explained when describing her experience teaching in a secondary school:
- They tried [to provide support], but it always comes back to well you must be doing something that's not right, have you tried doing this or that?*
- Interviewee 1, primary supply, 2006
- They said I had a problem with discipline but wouldn't support me, they wouldn't send me on training, the policy said they were supposed to do things like come and remove disruptive pupils but they didn't follow the policy through for me...They patronised me a lot because I was a very young teacher and they spoke to me in a completely different way.*
- Interviewee 4, local authority secondary, 2006

- 6.85 The interviews with RQTs suggested that it seems often the case that supply teachers do not receive support to deal with poor pupil behaviour. Perhaps because they do not know how to access it or perhaps it reflects inequality of treatment towards supply teachers as opposed to permanent staff.

EXAMPLE OF POOR SUPPORT

- 6.86 Interviewee 4, a local authority secondary school teacher in post for three years, reported receiving no support from the school to deal with poor pupil behaviour, which resulted in them leaving the school and reconsidering their career in teaching. She explained:

The school had a very low perception of the science department but they wouldn't support the department. They said I had a problem with discipline but wouldn't support me, they wouldn't send me on training. The policy said they were supposed to do things like come and remove disruptive pupils but they didn't follow the policy through for me, there were a number of other teachers they weren't following it through for as well.

- 6.87 This resulted in an increase in poor behaviour in the classroom, as she explained:
It meant that bad behaviour escalated in the classroom and they just blamed me, said I couldn't cope, they didn't acknowledge they weren't following through on the policy though.

- 6.88 The teacher described one incident where she was unsupported.

I was in a computer room and had a gang of four or five year 11 lads trying to get in and I was trying to keep them out. I sent one of my pupils to call for senior management. There was 10 to 15 minutes until the end of the lesson, my class printed out a load of porn pictures while I was holding the door, senior management didn't come so I dismissed my class and the porn pictures got stuck all round the school. The head called me to her office and told me off for the porn pictures being put up – but she didn't recognise that she was supposed to come and remove the year 11s.

- 6.89 The interviewee had considered leaving the profession as a result; however, due to financial commitments that was not possible. Instead, they obtained a position as a supply teacher in a different school. Despite a supply role in a difficult school, because they received support from the senior management team, their confidence has increased.

Twelve months ago I was very down. I hated teaching, but since Easter I did supply in a very, very tough school and enjoyed every minute of it because there was support. They looked at what I was trying to do, they said 'oh she's going in there and trying to sort these classes out that haven't had teachers for nine months', I think I'm back on track now.

TRAINING

- 6.90 The 2006/07 and 2007/08 surveys identified a number of areas that NQTs reported that they did not receive training in.²³ Namely, the delivery of subjects that are not their specialist subjects (25 per cent in both years), building relationships, with staff (17 per cent in 2007 and 18 per cent in 2008), dealing with parents/parents' evenings (13 per cent in 2007 and 14 per cent in 2008) and the ability to manage the workload (12 per cent in 2007 and 17 per cent in 2008). For all of the tasks, excluding building relationships with staff, more than two thirds of those NQTs that did not receive training said they would have found it beneficial.

²³ A chart of the full results can be seen in Appendix 3.

- 6.91 Furthermore, respondents were dissatisfied with training on:
- managing the workload;
 - the delivery of non-specialist subjects;
 - managing SEN pupils;
 - dealing with parents/parents' evenings;
 - training on assessing pupils;
 - dealing with indiscipline; and
 - behaviour management.
- 6.92 The deterioration of perceptions of training on behaviour management and dealing with indiscipline between the 2003 Summer survey on completion of training and the Spring surveys two terms into teaching clearly questions the quality and appropriateness of behaviour management training. This highlights some clear gaps in teacher training courses.
- 6.93 The finding that NQTs with a PGCE (one-year, two-year or part-time) were more likely to be dissatisfied with their training on a range of tasks than those with another teaching qualification calls for further exploration and potentially a review of the suitability of PGCEs.
- 6.94 Furthermore, of those RQTs that had received training, most were critical of it; in 2006, only one RQT interviewed that had received training on poor pupil behaviour thought that it was useful. Some felt that that the advice given in training often sounded good but was difficult to put into practice; others found it irrelevant. One commented:

I find it's much more beneficial speaking with people who are still working in a classroom rather than coming from someone who left the classroom 15 or 20 years ago. The classroom's changed.

Interviewee 5, local authority secondary, 2006

THE IMPLICATIONS FOR TEACHER TRAINING COURSES

- 6.95 The findings from the five-year study provide a number of areas that can inform and potentially improve existing teacher training courses as well as the management and training of new teachers throughout the NQT year.

TEACHER TRAINING COURSES

- 6.96 Both NQTs and RQTs consistently called for more practical training to assist the development of techniques and strategies to handle poor behaviour. In particular, there was a call to focus more heavily on practical examples of real situations, rather than abstract theories of 'positive discipline'. They saw the benefits of using videos to present behaviour management scenarios and potential responses. Furthermore, role play was perceived as a useful method to practise assertiveness. As well as videos, more observations were called for, in particular, of teachers who are particularly good at behaviour management and their response to difficult classes.
- 6.97 Teachers called for training courses to teach a range of specific strategies to deal with behaviour and examine systems of positive behaviour promotion, rewards and consequences. Again, NQTs called for the opportunity to see the strategies in use through observations of experienced teachers. It was also commented that it would be useful to invite NQTs to discuss their experiences and strategies.

- 6.98 It is clear that some aspects of the courses are not preparing NQTs for the role. In particular, a small proportion of NQTs did not receive training that they would have found beneficial on:
- the delivery of subjects that are not their specialist subjects;
 - building relationships with staff;
 - dealing with parents/parents' evenings;
 - managing the workload.
- 6.99 These areas clearly need to be covered in all teacher training courses. Furthermore, there is evidence to suggest that training in the following areas need improving:
- managing the workload;
 - the delivery of non-specialist subjects;
 - managing SEN pupils;
 - dealing with parents/parents' evenings;
 - training on assessing pupils;
 - dealing with indiscipline;
 - behaviour management;
 - being able to utilise different strategies to establish a purposeful classroom environment;
 - being able to identify and support pupils who experience behavioural, emotional and social difficulties;
 - anticipating and managing pupils' behaviour constructively, whilst promoting pupils' self-control and independence;
 - challenging bullying or harassment in the classroom;
 - utilising different strategies to promote good behaviour by individual pupils;
 - the recognition and response to equal opportunities in the classroom.

THE NQT YEAR AND BEYOND

- 6.100 Similar themes emerged for the NQT year. It is clear that further training is required on behaviour management once NQTs are in post. There may be a need to consider compulsory behaviour management courses for NQTs to ensure that the necessary time and resources are made available. Indeed, training needs to be specific and targeted at building the skill base of NQTs to deal with behaviour.
- 6.101 Again, the opportunity to carry out more observations of experienced teachers was called for. Furthermore, ongoing training on managing behaviour was felt necessary. Assertiveness training and actual examples of poor behaviour with specific responses were also deemed helpful. One thought that counselling training would be helpful in order to defuse situations. In contrast, others called for training on how to restrain pupils; however, clearly this would need to be considered carefully in relation to health and safety.
- 6.102 It is clear that the same issues concern teachers once they are in post and therefore training packages for NQTs need to address these factors. These include:
- being able to utilise different strategies to establish a purposeful classroom environment;
 - being able to identify and support pupils who experience behavioural, emotional and social difficulties;
 - anticipating and managing pupils' behaviour constructively, whilst promoting pupils' self-control and independence;
 - challenging bullying or harassment in the classroom;

- utilising different strategies to promote good behaviour by individual pupils;
- the recognition and response to equal opportunities in the classroom;
- motivating pupils;
- managing SEN pupils; and
- the delivery of subjects that are not specialist subjects.

- 6.103 A package of support for NQTs was also seen as essential. This was reliant on having a good mentor with the skills and experience necessary to be able to guide and help NQTs.
- 6.104 Throughout the questions regarding training, there was no evidence of an obvious impact of CPD; however, it is important to stress that the interview questions focused very heavily on whether interviewees had received any training on behaviour management in particular. Notwithstanding, it is of interest that one interviewee thought it fruitless to request training because there was no budget available. This begs the question of how much control teachers have over their own opportunities for professional development.
- 6.105 Five years into the role, teachers continued to feel that training on behaviour management would be beneficial; some called for regular refresher courses, which would also provide a chance to network and share ideas.

SECTION 7: CONCLUSIONS

- 7.1 The five-year study provides some very interesting insights into the experiences of NQTs since 2003. In addition to the implications for teacher training highlighted in Section 6, it also leads to some further recommendations, which will be discussed here.

POOR PUPIL BEHAVIOUR

- 7.2 The findings clearly demonstrate that poor pupil behaviour regularly affects both NQTs and RQTs. Low-level poor pupil behaviour was very common and, more worryingly, more disruptive behaviour, such as walking out, shouting, swearing, walking on the furniture and throwing equipment, was not rare. Indeed, for some interviewees this kind of behaviour occurred weekly. As well as affecting teachers emotionally, this had a detrimental impact on their ability to teach and in some cases led to poorer results. Furthermore, for some teachers it had negative effects on their emotional wellbeing.
- 7.3 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. Although the vast majority of the RQTs seem to have learnt how to manage poor pupil behaviour, it continues to impact on teaching and therefore will impede the current drive to raise standards. It is important to note that although NQTs seem to improve their responses to poor pupil behaviour over their first five years in teaching, it still affects their future career decisions. Indeed, the vast majority will avoid problem schools, which leads to challenges for government when trying to attract high quality teaching staff into those very schools.
- 7.4 Poor pupil behaviour is highly likely to impact on the recruitment and retention of NQTs. It is of no great surprise that those NQTs that had experienced physical violence were less likely to intend to stay in the career for longer than five years. It is clear that more needs to be done to tackle problem behaviour. Work has been done to evaluate measures, such as the SSPs and the Behaviour Improvement Programme. However, it is clear that further work is required to evaluate existing methods to tackle poor pupil behaviour to identify what works and what doesn't work. Furthermore, success stories and best practice should be identified and replicated elsewhere.
- 7.5 Almost half of the NQTs surveyed were dissatisfied with the training they had received on behaviour management and dealing with indiscipline once they had been in post for two terms, suggesting that training in this area needs improvement. More than half felt unprepared to deal with physical violence in the classroom and more than a third with verbal aggression. And yet it is quite clear from the prevalence of poor pupil behaviour that they are likely to experience this in their teaching career. It seems that good behaviour management training once teachers have been in post, which acknowledges the challenges faced by teachers and the true extent of the problem, might help to increase NQTs' and RQTs' confidence at dealing with these situations whilst also providing them with the skills to stop the problem from escalating.
- 7.6 What is clear is that a whole school approach is fundamental to tackling problems of bad behaviour and indiscipline. A school-wide behaviour policy is highly beneficial in tackling poor pupil behaviour. A best practice example of a behaviour policy should be made available to all schools to replicate. Furthermore, using the referral system should be positively encouraged, not seen as a weakness.
- 7.7 Inclusion was regularly cited as an issue among RQTs, affecting their ability to raise standards. It is paramount that the impact of inclusion on standards, poor pupil behaviour and teachers is reviewed.

TRAINING AND SUPPORT

- 7.8 There is some evidence to suggest that NQTs with a PGCE (one-year, two-year or part-time) were more likely to be dissatisfied with their training on a range of tasks than those with another teaching qualification. Considering this is the most common form of teaching qualification, this deserves further exploration and potentially a review of the suitability of PGCEs.
- 7.9 Preparedness among NQTs to tackle a range of DfES (now DCSF) aims has not changed significantly since 2003. They felt unprepared to:
- identify and support pupils who experience behavioural, emotional and social difficulties;
 - challenge bullying or harassment in the classroom; and
 - anticipate and manage pupils' behaviour constructively, whilst promoting pupils' self-control and independence.
- 7.10 Indeed, in 2003, NQTs cited their initial training and/or support needs required when first entering the teaching profession as behaviour/classroom management and pupil indiscipline, managing SEN pupils, an effective mentoring system during the probationary period and the delivery of subjects that are not necessarily specialist subject areas (e.g. PHSE, PE, music). These remain the key areas for further training among NQTs five years on.
- 7.11 Ongoing training and support remains essential after the NQT year in order to retain teachers in the profession. Indeed, the quality of support provided to NQTs is fundamental, particularly to respond to poor pupil behaviour.

RETAINING NQTS

- 7.12 The research suggests that the proportion of NQTs that intend to stay in teaching permanently has fallen since 2003. This could reflect a culture change in the notion of a 'job for life' or that recruitment campaigns or incentives to attract graduates into teaching are attracting those who only intend to work as a teacher for the short term. However, this study suggests strongly that poor pupil behaviour continues to impact on teacher recruitment and retention. Unless poor behaviour is tackled, schools are likely to struggle to retain trained and experienced teachers in the future. Ensuring that the right package of support is in place will help, not only throughout the NQT year but thereafter.
- 7.13 Furthermore, NQTs who felt prepared, confident and satisfied with their training were more likely to expect to remain in the profession for ten years or more. Therefore, investing time and resources in reviewing training courses is likely to help to improve teacher retention in the long term.
- 7.14 Workload and work/life balance continues to be a significant issue for RQTs. There is evidence to suggest that more needs to be done to tackle this in order to retain teachers in the profession.
- 7.15 Furthermore, once teachers have been in post up to five years, opportunities for promotion become fundamental. It seems that in some cases, teachers' opportunities for development are restricted within their existing schools, resulting in them leaving the school. This would benefit from further exploration; the lack of development opportunities within schools is likely to result in losing good teaching staff.

FURTHER RESEARCH

- 7.16 The report identifies a number of areas that would benefit from further research. This study has set a baseline of the prevalence and frequency of poor pupil behaviour among NQTs. It is recommended that this is replicated in order to monitor any changes and the impact of policy changes. This should use the same questions that were asked in the 2007 and 2008 surveys with NQTs two terms into teaching so that the results remain comparable with the baseline.
- 7.17 The study suggests that poor pupil behaviour, specifically physical violence, is highly likely to impact upon NQTs' decisions about whether to stay in the teaching career for the long term. It would be interesting to explore whether this is actually borne out among those that leave the teaching profession. Furthermore, there is some evidence to suggest that teaching a subject other than the one NQTs are trained in also impacts upon how long teachers will stay in the career and this would benefit from further exploration.
- 7.18 The study identified a number of ways in which the diversity (gender, age, ethnicity, disability or impairment) of NQTs appeared to affect their experiences and opinions of teaching, which would benefit from further exploration in order to inform future teacher training courses. In particular, the influence of diversity on the following areas deserve further attention:
- the length of time NQTs expect to stay in the career;
 - perceptions of training, levels of preparedness and confidence in teaching;
 - its impact on NQTs' experience of poor pupil behaviour.
- 7.19 Interestingly, in 2003, the majority of NQTs within the sample first decided to embark upon a career in teaching after following another career for a number of years. This was not explored in the follow-up surveys and would benefit from further exploration to determine whether this helps to prepare for entry into the classroom.
- 7.20 Whilst this report does answer a range of questions regarding the experiences of NQTs and the management of poor pupil behaviour, given its longevity and the ever changing political agenda influencing education it also poses further questions worthy of exploration, including but not limited to:
- What can be done to stop poor pupil behaviour escalating?
 - Why are the measures that have been introduced to address poor pupil behaviour ineffective at reducing its prevalence?

APPENDIX 1: DEMOGRAPHICS OF SURVEY RESPONDENTS

2003 SUMMER SURVEY

A1.1 In total, 245 questionnaires were completed by NQTs. Tables A1.1 and A1.2 provide a breakdown of completed questionnaires by gender, age range and ethnicity. In summary, 82 per cent of respondents were female and 18 per cent male. Ninety-one per cent were white.

Table A1.1: Breakdown of questionnaire respondents by age range and gender

Age range (yrs)	Male	Female
20 – 29	15	132
30 – 39	13	38
40 – 49	6	27
50 – 59	8	1
Unanswered	1	4
Total	43	202

Table A1.2: Breakdown of questionnaire respondents by ethnicity

Ethnicity	Number (n = 245)
White (British, Scottish, Irish, Welsh)	213
Other white background	9
White and black African	1
Other mixed heritage background	3
Indian	4
Pakistani	4
Bangladeshi	3
Caribbean	3
African	1
Chinese	2
Unanswered	2

A1.2 Most had a one-year PGCE qualification (55 per cent) and 23 per cent had a BEd. Four per cent had a two-year PGCE and 18 per cent had undertaken other qualifications, including the GTP, Undergraduate Degree with Qualified Teacher Status (QTS) and the Certificate in Education.

Table A1.3: Breakdown of respondents by qualifications obtained and gender

Gender	BEd	One-year PGCE	Two-year PCGE	Other	No answer
Female	48	109	8	37	
Male	9	25	2	7	

SPRING 2004

A1.3 In total, 75 questionnaires were completed by NQTs in the Spring 2004. Table A1.4 provides a breakdown of completed questionnaires by gender and age range. Of the 75 questionnaires returned, 79 per cent were from females and 21 per cent were from male NQTs.

Table A1.4: Breakdown of questionnaire respondents by age range and gender

Age range (yrs)	Male	Female
20 – 29	5	35
30 – 39	8	12
40 – 49	2	12
50 – 59	1	0
Total	16	59

A1.4 With respect to the ethnicity of questionnaire respondents, 95 per cent gave their ethnicity as white and the remaining five per cent were Asian.

PHASE 2 SURVEYS

A1.5 Table A1.5 shows the demographics of the respondents for the 2006 and 2007 Summer, and 2007 and 2008 Spring surveys. There is a big difference between the Summer 2006 and Spring 2007 response rate. The reason for this is unclear. The same numbers of NQTs were invited to respond. It may reflect the promotion of the survey by the NASUWT during Summer 2006. It is clear from the table that the four samples are fairly similar in terms of the demographics of the respondents.

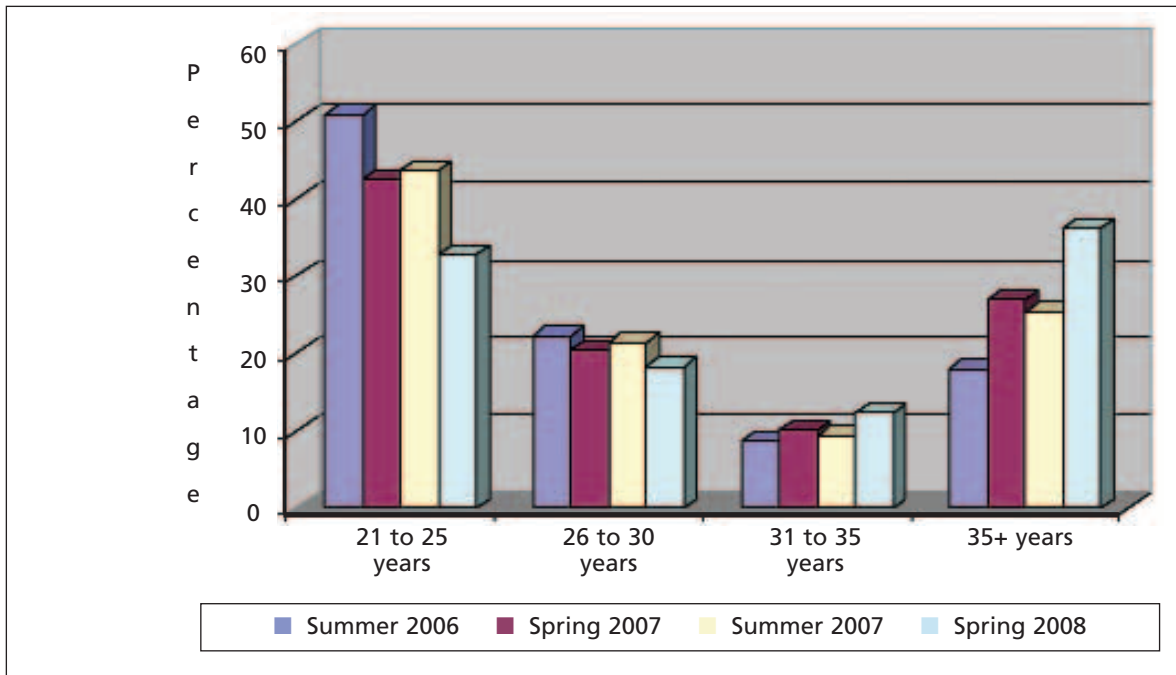
Table A1.5: Demographics of respondents for the Spring and Summer surveys

	Summer 2006	Spring 2007	Summer 2007	Spring 2008
Number of respondents	1,987	296	578	442
Female	81%	79%	81%	77%
White British	85%	87%	87%	89%
White Irish	4%	2%	3%	2%
Other white	3%	2%	4%	4%
Black and minority ethnic groups	7%	7%	6%	5%
Black African	1.7%	0.7%	0.8%	0.8%
Indian	1.6%	1.5%	1.5%	0.4%
Pakistani	0.7%	0.4%	1.7%	0%
Other Asian	0.3%	1.5%	0.6%	0.8%
Age range ²⁴	21 to 78 years	21 to 55 years	21 to 63 years	19 to 59 years
Mean age	28	30	30	32
Disability or impairment	4%	6%	4%	6%

²⁴ At the time of completing the survey, it is worth noting that several respondents did not complete their date of birth correctly and therefore the older ages may be incorrect. Indeed, 89 respondents were excluded from the analysis of three of the surveys because they did not complete the question about their date of birth correctly.

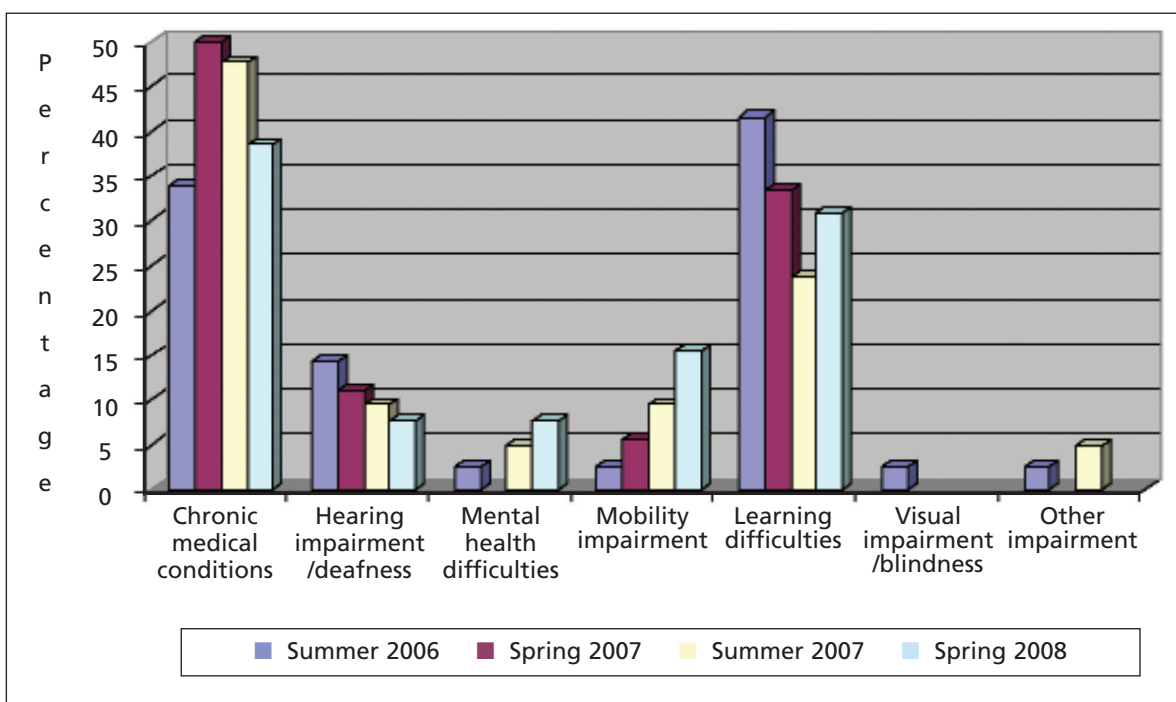
A1.6 Figure A1.1 shows the breakdown of all the respondents by age. It is clear that most of the NQTs that responded were aged from 21 to 25 for all four surveys (from 33 to 51 per cent); however, there were also a lot of older NQTs; from 18 to 36 per cent were over 35 years of age.

Figure A1.1: Breakdown of respondents by age



A1.7 Four per cent of Summer (2006 and 2007) and six per cent of Spring (2007 and 2008) respondents reported that they had a disability or impairment. As can be seen in Figure A1.2, chronic medical conditions, such as epilepsy, diabetes, ME or asthma, and learning difficulties were the most common conditions for respondents from each of the four surveys. Six of the Summer 2006 and two of the Summer 2007 respondents had more than one disability or impairment. The other impairments cited included dyslexia, a spinal condition, arthritis, an underactive thyroid and a heart condition.

Figure A1.2: Survey respondents' disability or impairment



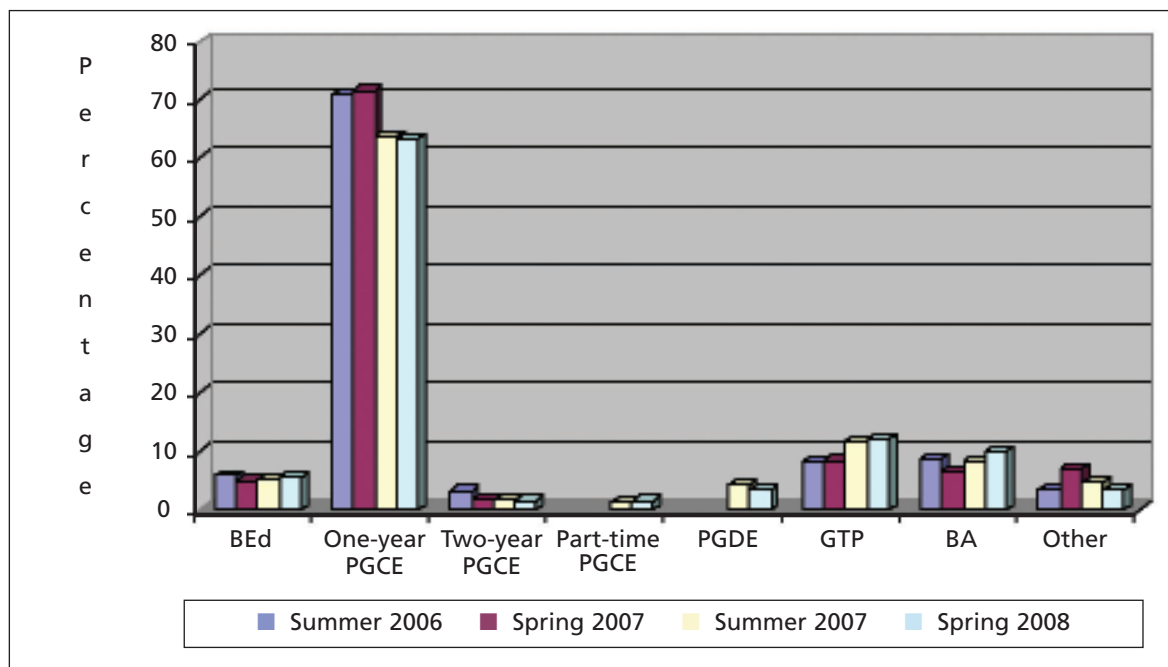
A1.8 Respondents were from across the United Kingdom, including Northern Ireland, Scotland and Wales, although most were from England.

RESPONDENTS' TEACHER TRAINING

A1.9 Respondents had studied in institutions across the United Kingdom for their teaching certificate. The vast majority of respondents from the 2006 Summer and 2007 Spring surveys achieved QTS status in 2006 (94 per cent in both surveys), whilst a minority reported that they had achieved it in 2005 or 2007, and others were yet to complete in the Summer survey. Meanwhile, the vast majority (83 and 93 per cent) of Summer 2007 and Spring 2008 respondents achieved QTS status in 2007. A minority of these respondents reported that they had achieved it during 2005, 2006 or 2008, whilst 15 per cent from the 2007 Summer survey had not yet completed it.

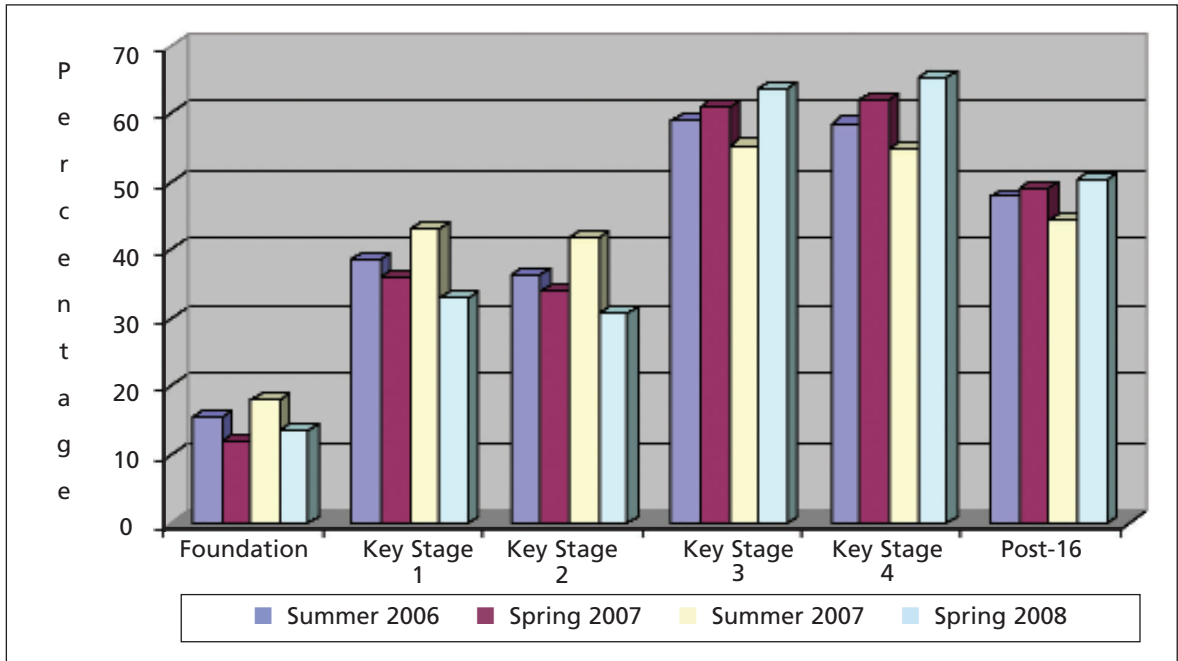
A1.10 Figure A1.3 shows the qualifications respondents had achieved. The vast majority across all four surveys had achieved a one-year PGCE (from 64 to 72 per cent). Other common qualifications were the GTP (from eight to 12 per cent) and BAs (from six to ten per cent).

Figure A1.3: Respondents' teaching qualifications



A1.11 As can be seen in Figure A1.4, most of the teachers were trained to teach Key Stages 3 and 4, followed by post-16 education.

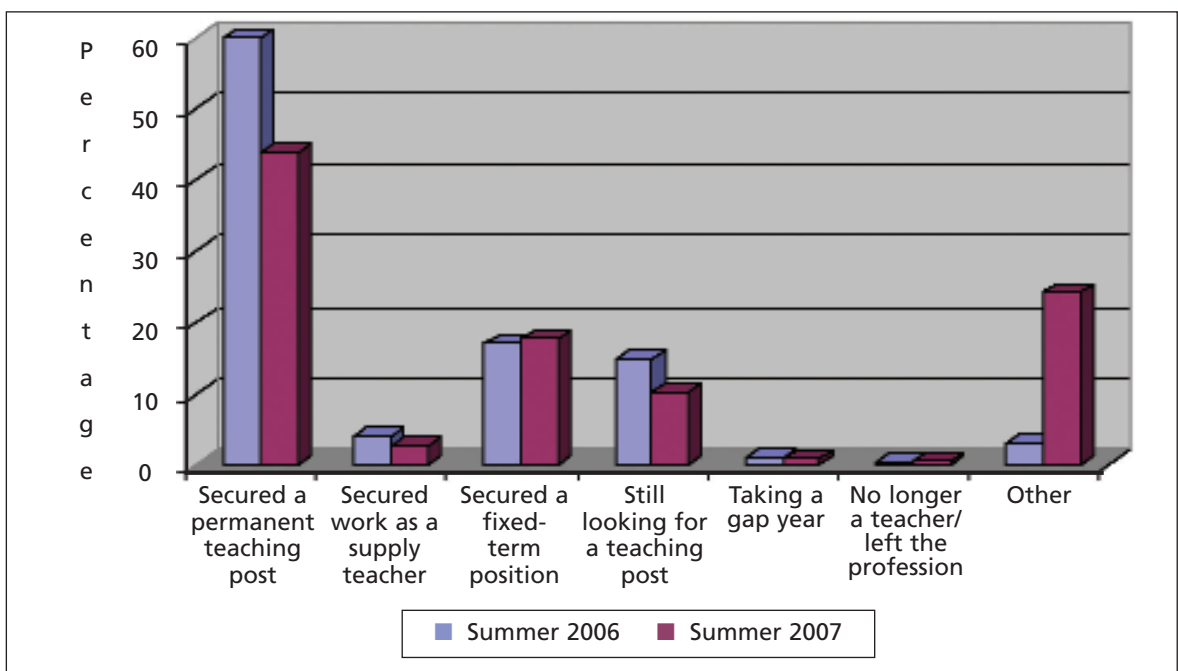
Figure A1.4: Phase that respondents were qualified to teach



SUMMER SURVEY RESPONDENTS' TEACHING CAREERS

A1.12 Respondents that completed the Summer survey were asked what their teaching circumstances would be in September 2006 and 2007. It is clear from Figure A1.5 that most had successfully secured a teaching position in both years; however, this was higher in 2006 (60 per cent) in comparison to 2007 (44 per cent). Fifteen and ten per cent of the respondents were still looking for a post. At this point, seven of the 2006 and three of the 2007 respondents had left the profession. A higher proportion of the 2007 respondents reported that their teaching status was 'other' (24 per cent) compared to 2006 respondents (three per cent); of these, some were still training while others in Scotland had a probationary year.²⁵

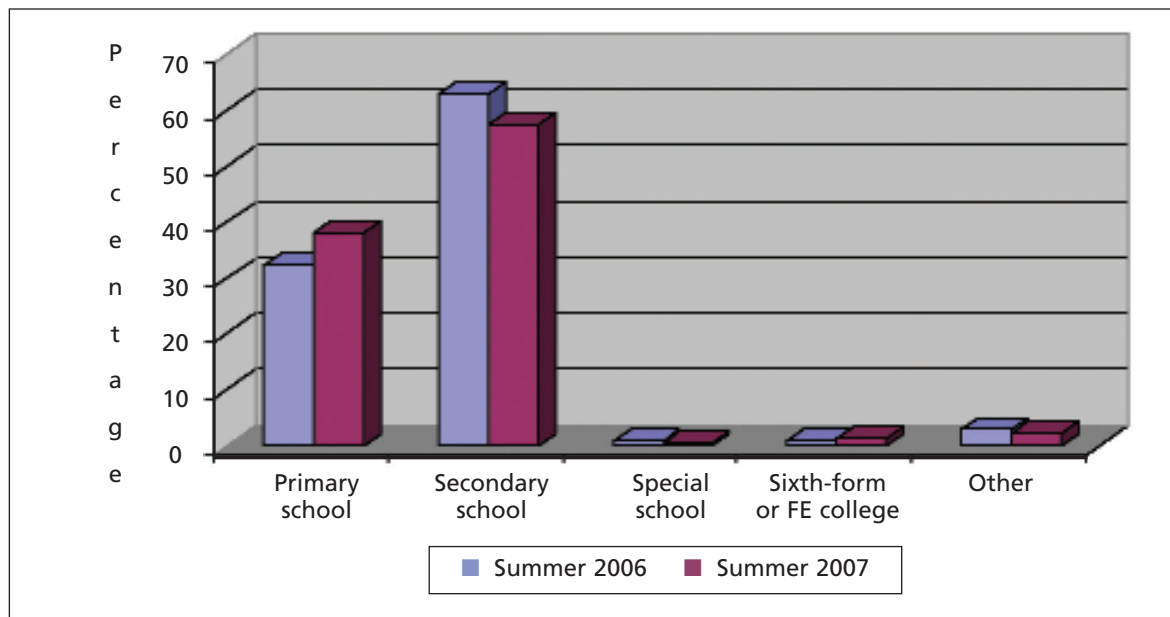
Figure A1.5: Respondents' employment circumstances in Sumer 2006 and 2007



²⁵ The higher percentage reported in 2007 may be as a result of an error in the 2007 survey, which asked respondents what their teaching status would be in September 2006, instead of September 2007. It is possible therefore that some of the Summer 2007 respondents may have answered this question in relation to their circumstances in 2006 instead of 2007 – therefore these figures should be treated with caution.

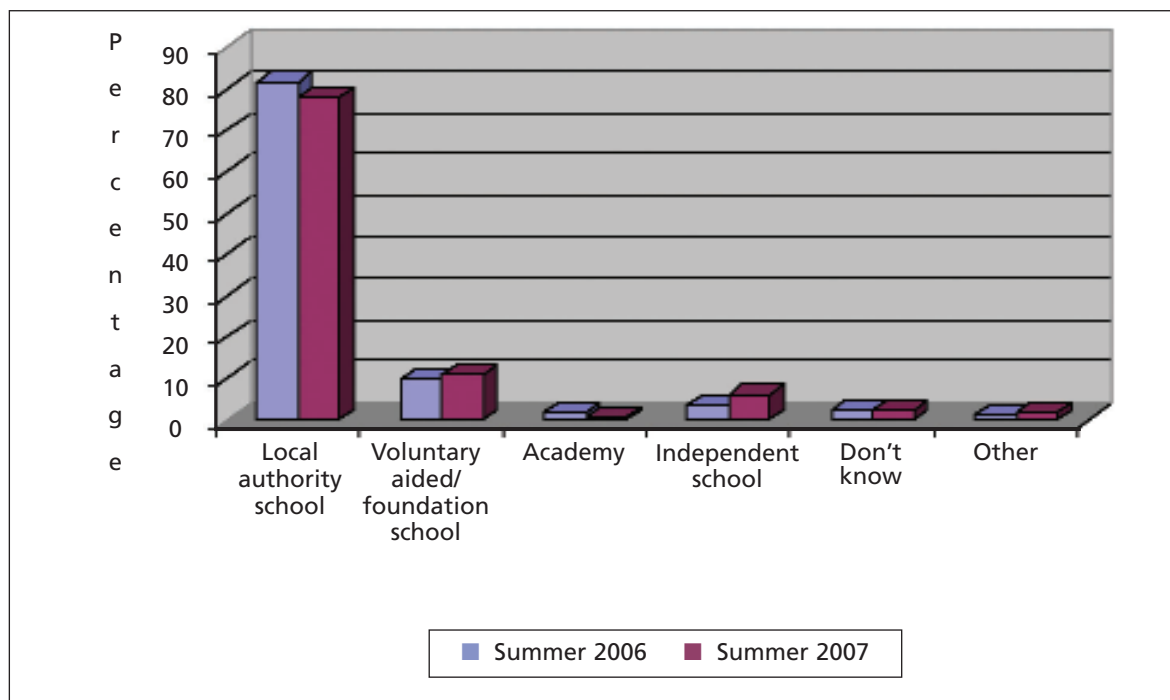
A1.13 Figure A1.6 shows those respondents (from both Summer 2006 and 2007) that had secured a teaching post – in most cases these were in a secondary (63 and 57 per cent) or primary (32 and 38 per cent) school.

Figure A1.6: The school in which Summer respondents secured a teaching post



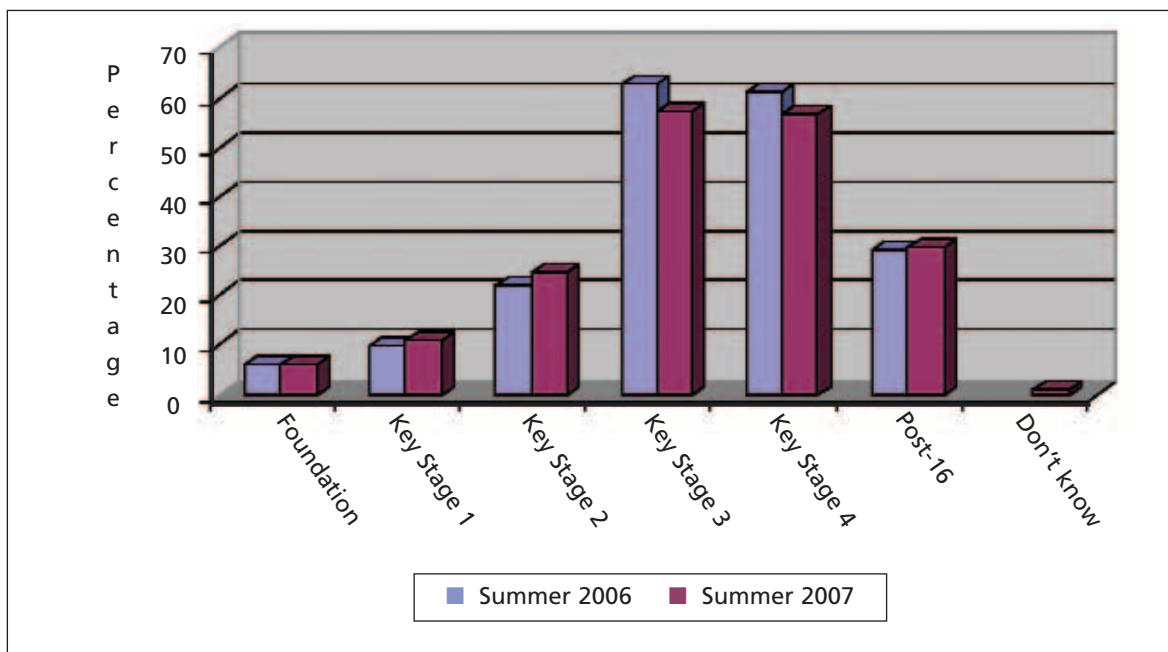
A1.14 As can be seen in Figure A1.7 the vast majority of respondents from both years had secured a teaching post in a local authority school (81 and 78 per cent) whilst approximately ten per cent were working in voluntary aided or foundation schools. Slightly more of the respondents in 2007 (six per cent) had secured a post in an independent school compared to 2006 (four per cent). Schools were located across the United Kingdom, although most were in England. The number of pupils on the school roll for Summer 2006 respondents ranged from 12, in a special school, to 3,000. For 2007 Summer respondents the number of pupils ranged from 23 to 2,000.

Figure A1.7: The type of school in which Summer respondents secured a teaching post



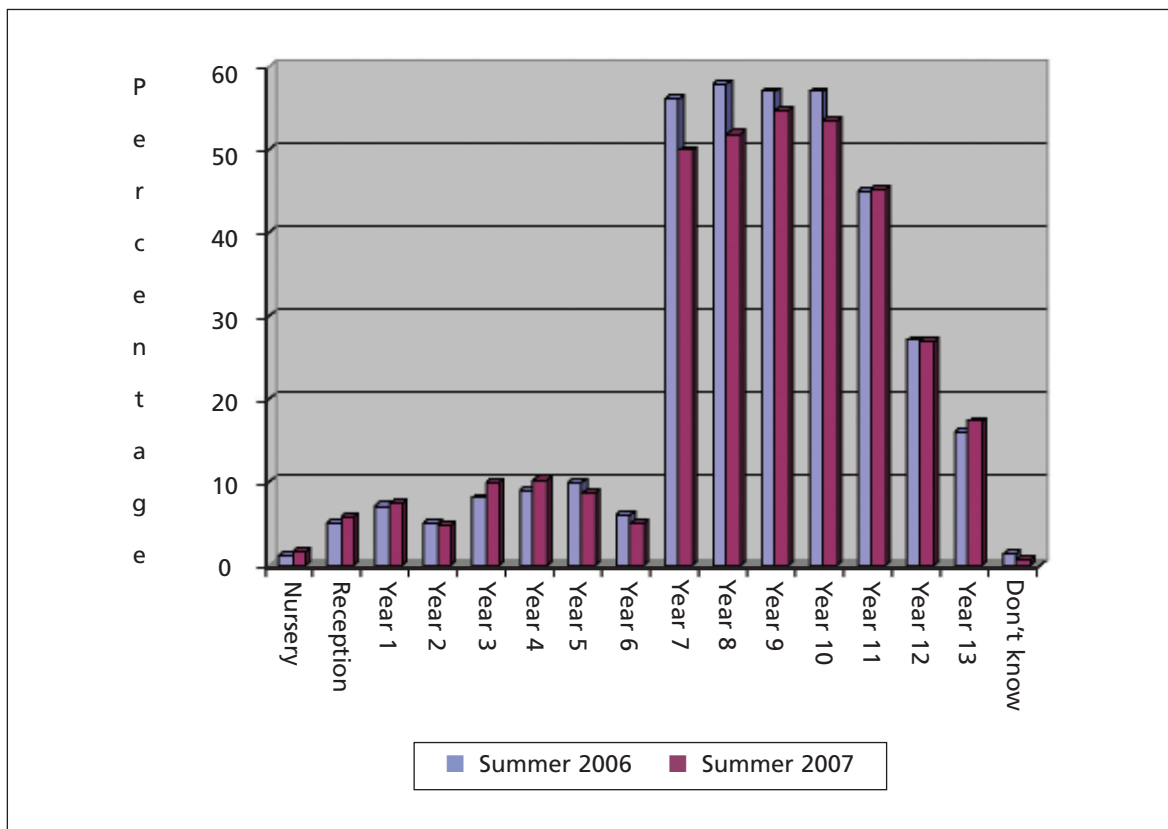
A1.15 Figure A1.8 shows that most of the respondents from Summer 2006 and 2007 that had secured posts would be teaching Key Stages 3 and 4.

Figure A1.8 Age/phase Summer respondents secured a teaching post for



A1.16 Figure A1.9 shows that most of the respondents from 2006 will be teaching years 7 to 11. Similarly, with the exception of year 7, many of the 2007 respondents will also be teaching these year groups. For almost all of the respondents (96 per cent in 2006 and 97 per cent in 2007), the teaching post matched the subject area/s in which they were trained.

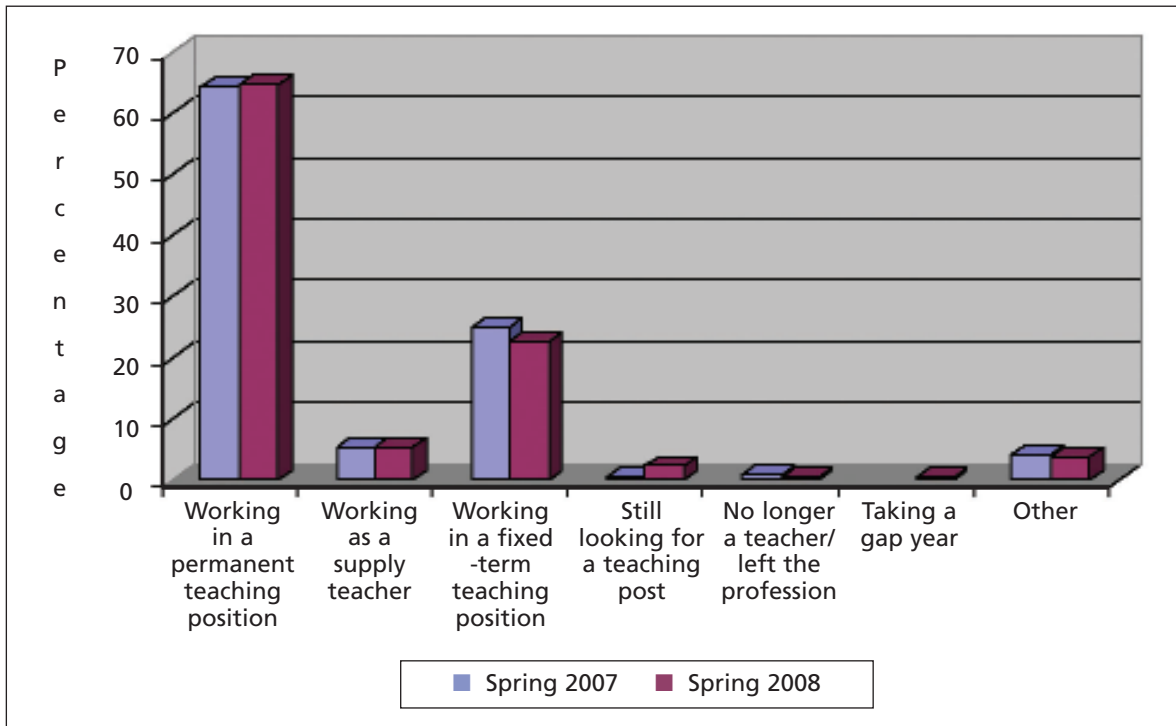
Figure A1.9: Years respondents secured a teaching post for



SPRING SURVEY RESPONDENTS' TEACHING CAREERS

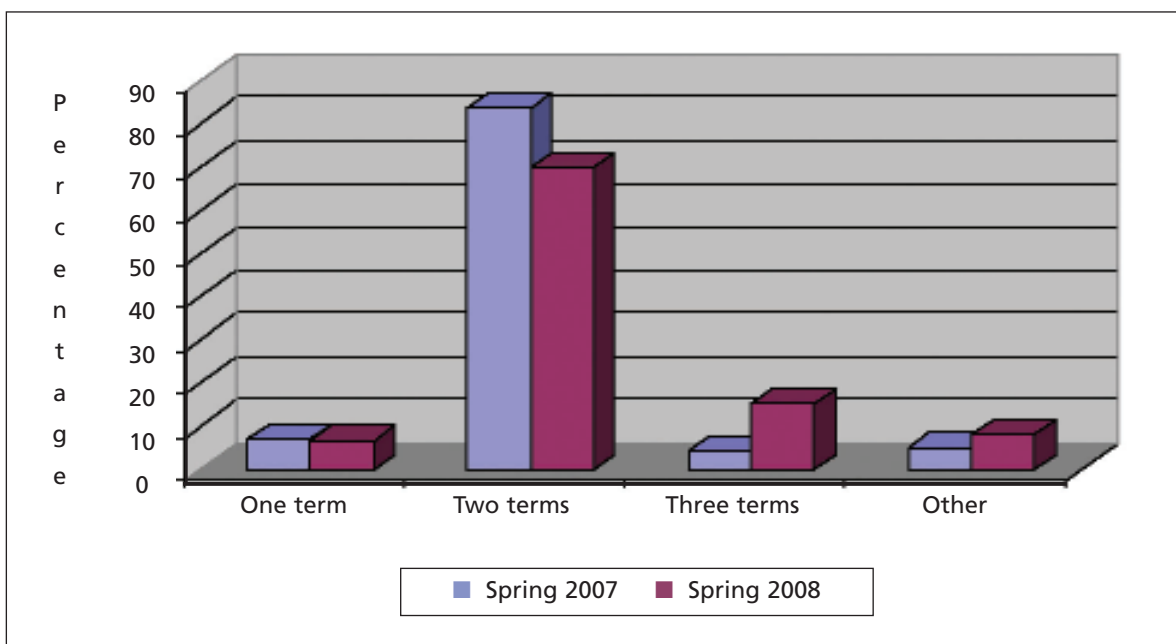
A1.17 As can be seen from Figure A1.10, the majority of the Spring survey respondents from both 2007 and 2008 had a permanent teaching position (both 65 per cent) whilst 25 and 23 per cent were working in fixed-term teaching positions and five per cent as supply teachers. Approximately one per cent of the respondents from both years had either left the profession or were not working as a teacher.

Figure A1.10: Respondents' employment circumstances in Spring 2007 and 2008



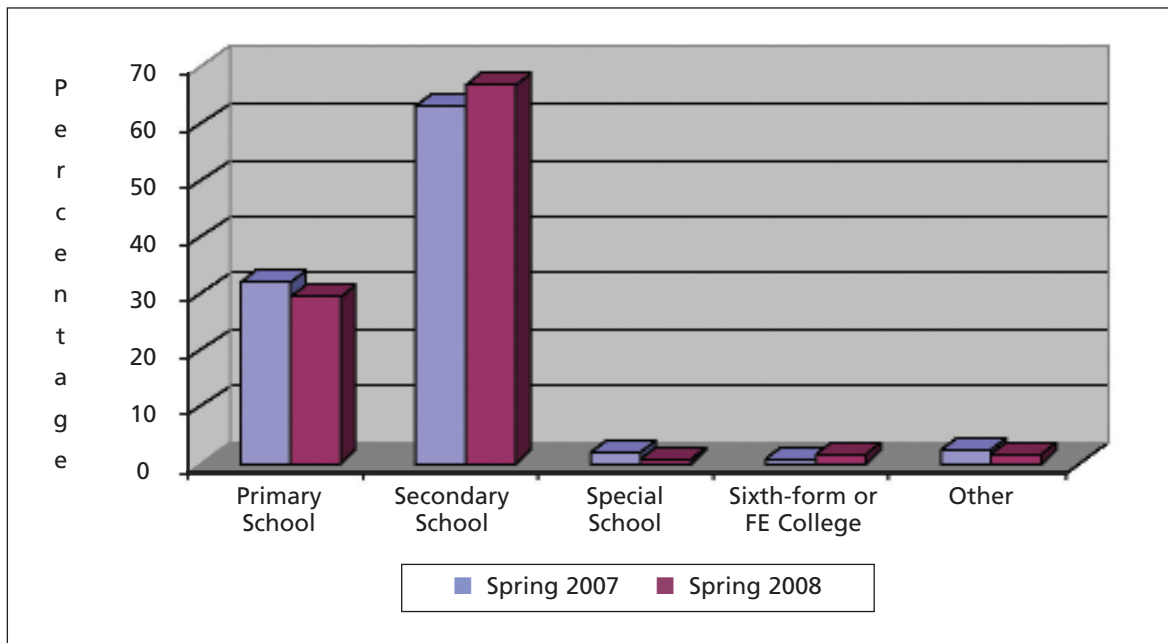
A1.18 Figure A1.11 shows that most of the 2007 and 2008 respondents had been working in their current teaching post for two terms. Others had only been working there for a few weeks or alternatively several years – some as part of the GTP.

Figure A1.11: Length of time respondents have been in their current teaching post



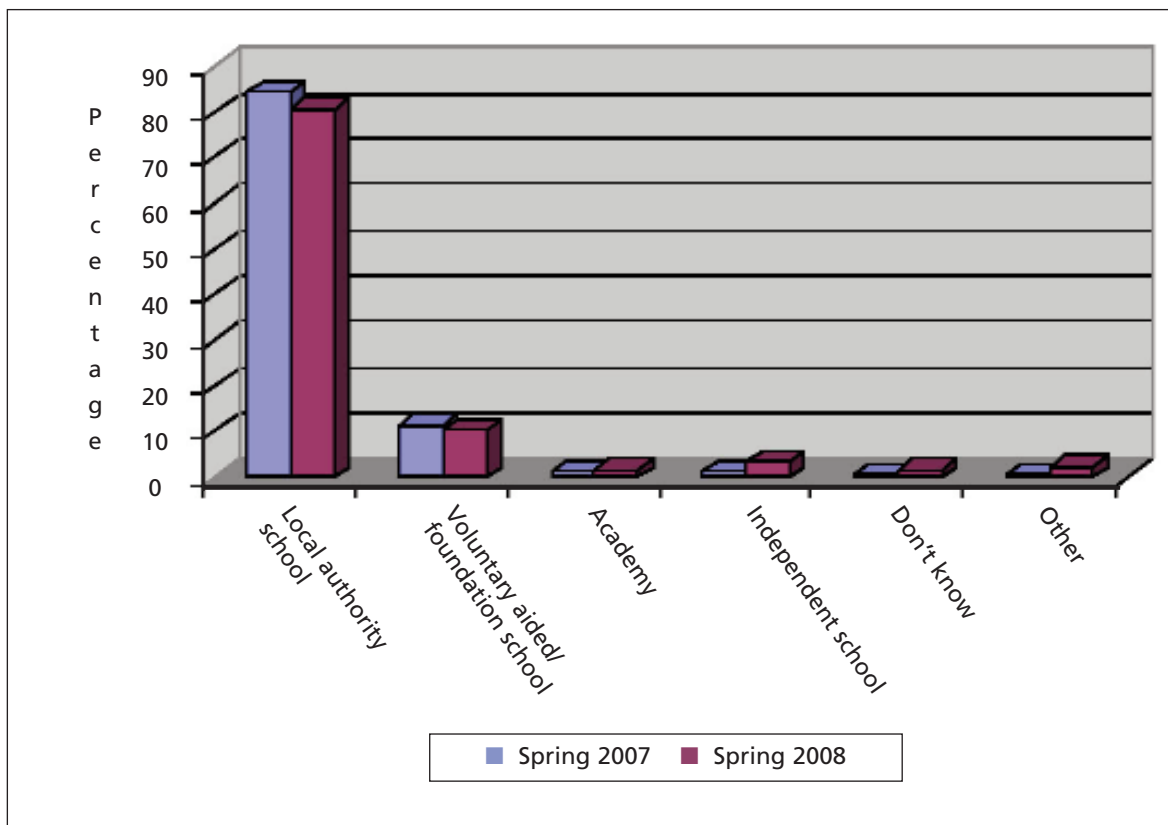
A1.19 In line with the Summer surveys, most of the Spring 2007 and 2008 respondents were teaching in a secondary school (63 and 67 per cent) or a primary school (32 and 29 per cent) as seen in Figure A1.12.

Figure A1.12: The type of school in which the Spring respondents teach



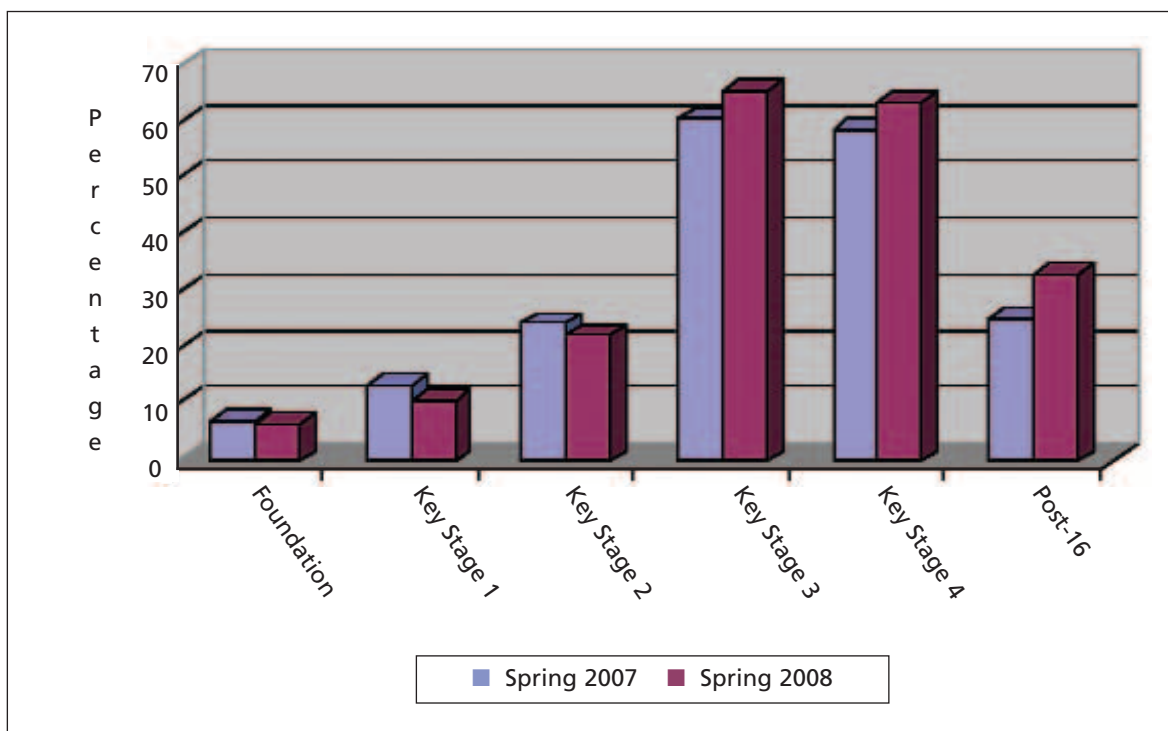
A1.20 As seen in Figure A1.13, at least 80 per cent of respondents from both years taught in a local authority school in line with the Summer respondents. A similar proportion of respondents from 2007 and 2008 (11 and ten per cent) taught in a voluntary aided or foundation school.

Figure A1.13: The type of school in which the Spring respondents teach



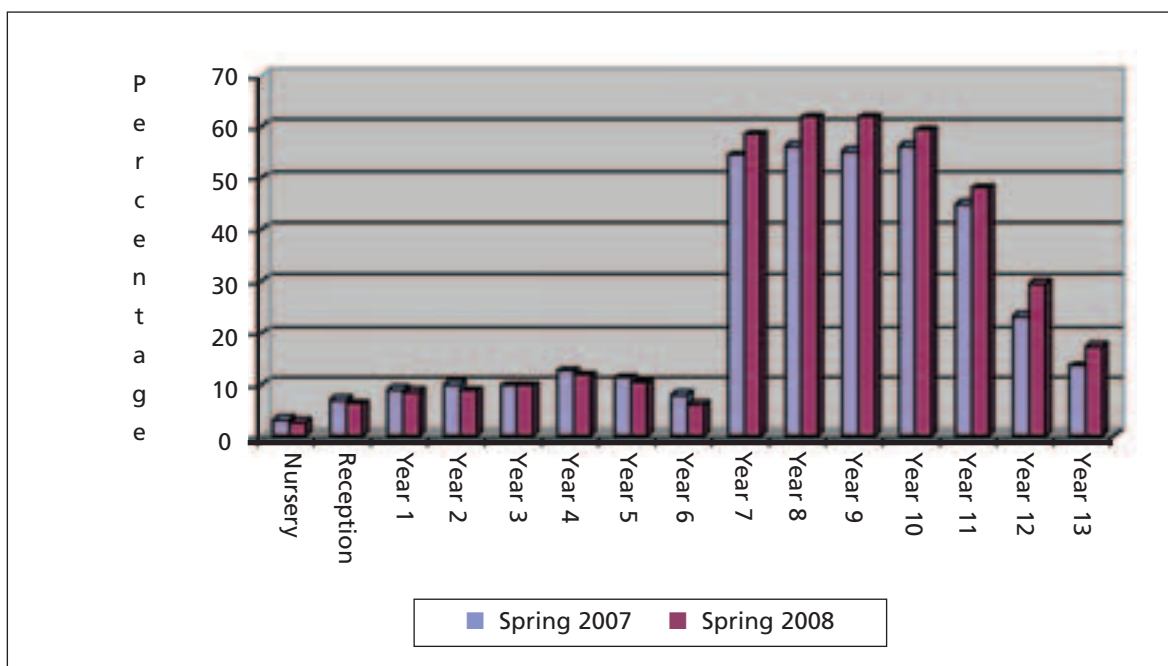
A1.21 Respondents were teaching in schools across the UK although most were located in England. The schools for Spring 2007 respondents had between 80 and 2,600 pupils, and 47 to 2,500 pupils for Spring 2008. Most respondents (as shown in Figure A1.14) were teaching Key Stages 3 and 4 in both years.

Figure A1.14: Age/phase that the Spring respondents are teaching



A1.22 Figure A1.15 shows that in line with the Summer findings, most of the respondents in 2007 and 2008 were teaching years 7 to 11. Again, the vast majority (95 and 96 per cent) of respondents from both years were teaching the subject areas in which they were trained.

Figure A1.15: Years the Spring respondents are teaching



APPENDIX 2: INTERVIEWEES²⁶

Report identifier	Gender	Age	Ethnicity	Qualification	Age/ phase trained	Age/ phase teach	Subject training & job match	Length of time teaching	Supply/ permanent	No of pupils on roll	Primary/ secondary or other	Type of school
1	F	42	White British	PGCE	Y7-11	Primary	No	4 yrs	Supply	N/A	Primary	N/A
2	F	32	White British	PGCE	Year 1	KS2	Yes	4 yrs	Perm	400	Primary	LA
3	F	43	White British	PGCE	Y7-11	Y7-11	No*	3.5 yrs	Perm	800	Sec	LA
4	F	27	White Irish	PGCE	Y7-11	Y7-11	Yes	4 yrs	Perm	1,000	Sec	LA
5	F	27	White British	PGCE	Y7-11	Y8-12	Yes	4 yrs	Perm	350	Sec	LA
6	M	49	White British	PGCE	Y7-11	Y7-13	Yes	4 yrs	Perm	870	Sec	LA
7	M	34	White British	PGCE	Y7-13	Y7-13	Yes	4 yrs	Perm	1,000	Sec	City technology college
8	F	47	White British	PGCE	Y7-11	Y7-11	Yes	4 yrs	Perm part-time	1,400	Sec	Voluntary aided/ foundation school
9	F	25	White British	PGCE	Primary	Year 6	Yes	4 yrs	Perm	180	Primary	LA
10	F	26	White British	BEd	KS2	KS2	Yes	4 yrs	Perm	290	Primary	LA
11	F	28	White British	PGCE	Y7-13	Y7-13	Yes	4 yrs	Perm	1,200	Sec	LA
12	F	38	White British	GTP	Y7-13	Y7-13	No	4 yrs	Supply	900	Sec	LA
13	M	42	White British	PGCE	Y7-13	Y7-13	Yes	4 yrs	Perm	2,200	Sec	LA
14	M	26	Bangladeshi	PGCE	Y7-11	Y7-11	Yes	4 yrs	Perm	1,200	Sec	LA
15	F	26	White British	PGCE	Y7-13	Y7-13	Yes	4 yrs	Perm	1,800	Sec	LA
16	M	45	White British	PGCE	Y7-13	Y7-11	Yes	1.5 yrs	Perm	500	Sec	LA
17	F	29	White British	GTP	Y7-13	Y7-13	Yes	5 yrs	Perm	1,400	Sec	Voluntary aided/ foundation school
18	F	47	White Irish	PGCE	KS2 Primary 5	Yr 5 (age 9)	Yes	4 yrs	Perm	300	Primary	Voluntary aided/ foundation school

²⁶ Interviewees' demographics at the time of interview in 2007, excluding interviewee 9 who did not participate in the interviews in 2007.

Report identifier	Gender	Age	Ethnicity	Qualification	Age/ phase trained	Age/ phase teach	Subject training & job match	Length of time teaching	Supply/ permanent	No of pupils on roll	Primary/ secondary or other	Type of school
19	F	34	White British	BEd	Foundation & KS1	Y1 & 2	Yes	4 yrs	Perm	48	Primary	LA
20	F	46	White British	PGCE	Y7-13	Y7-11	Yes**	4 yrs	Perm	860	Sec	LA
21	F	38	White British	PGCE	Y7-13	Y7-11	Yes***	5 yrs	Perm	700	Sec	LA
22	F	30	White British	PGCE	Y7-13	Y7-11	Yes	4 yrs	Perm	600	Sec	LA
23	F	32	White British	PGCE	Y7-13	Y7-13	Yes	4 yrs	Perm	1,400	Sec	LA
24	F	32	White British	PGCE	Y7-13	Y7-13	Yes	4 yrs	Perm	1,200	Sec	LA
25	M	26	White British	PGCE	Y7-13	Y7-13	Yes	4 yrs	Perm	560	Sec	Independent
26	F	39	White Irish	PGCE	Y3 & 4	Y3 & 4	Yes	4 yrs	Perm	350	Primary	LA
27	F	47	White British	BEd	KS2	KS2	Yes	4 yrs	Perm	200	Primary	LA
28	M	35	White British	PGCE	Y7-13	Y7-13	Yes	4 yrs	Perm	974	Sec	Independent
29	F	29	White British	PGCE	Y7-11	Y7-11	Yes	4 yrs	Perm	960	Sec	Voluntary aided/ foundation school
30	F	29	White British	GTP	Y7-11	Y7-11	Yes	5 yrs	Perm	900	Sec	LA

* Minority of the time teach the subject trained in.

** Also teach other subjects not trained in.

*** Trained in English, also head of drama although not trained in.

APPENDIX 3: SURVEY GRAPHS

A3.1 This section contains the graphs showing the results from the 2006/07 and 2007/08 surveys. Table A3.1 shows the range of tasks that NQTs were asked to answer questions about.

Table A3.1: Tasks required of teachers

Task 1	Planning lessons
Task 2	Delivering lessons
Task 3	Time management
Task 4	Ability to manage workload
Task 5	Subject knowledge
Task 6	Delivery of subjects that are not your specialist subjects
Task 7	Assessing pupils
Task 8	Motivating pupils
Task 9	Dealing with indiscipline
Task 10	Behaviour management
Task 11	Managing SEN pupils
Task 12	Building relationships with pupils
Task 13	Dealing with parents/parents' evenings
Task 14	Building relationships with staff

Figure A3.1: Percentage of respondents that had not received training

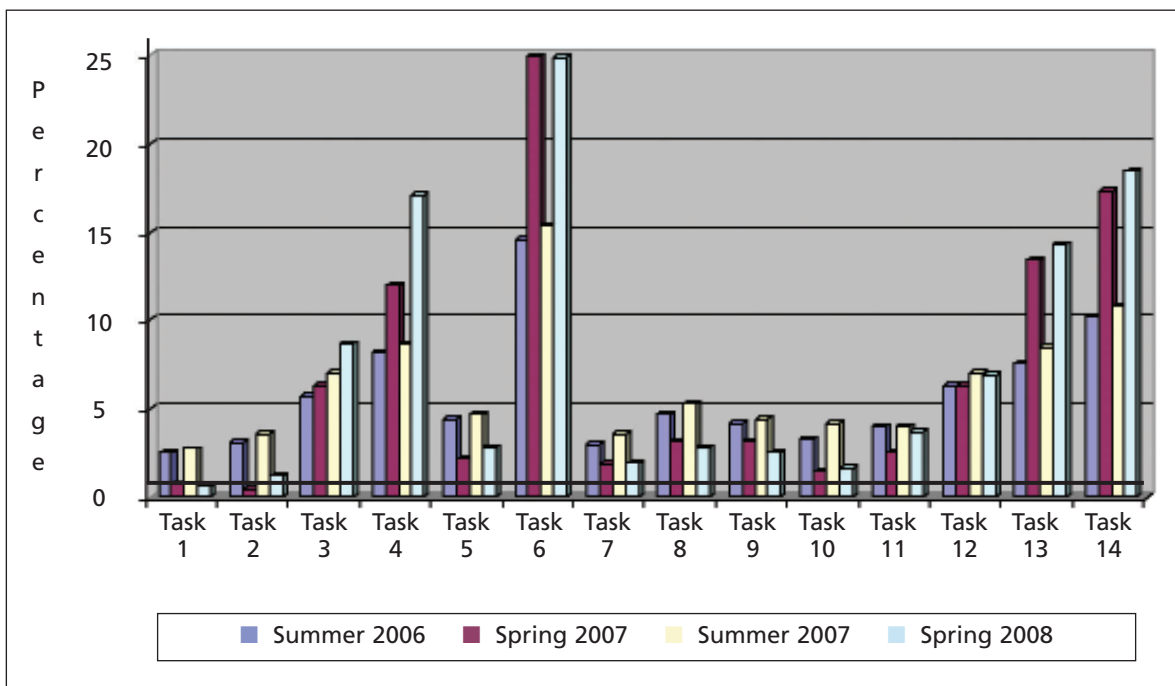


Figure A3.2: Percentage of respondents that were dissatisfied with training²⁷

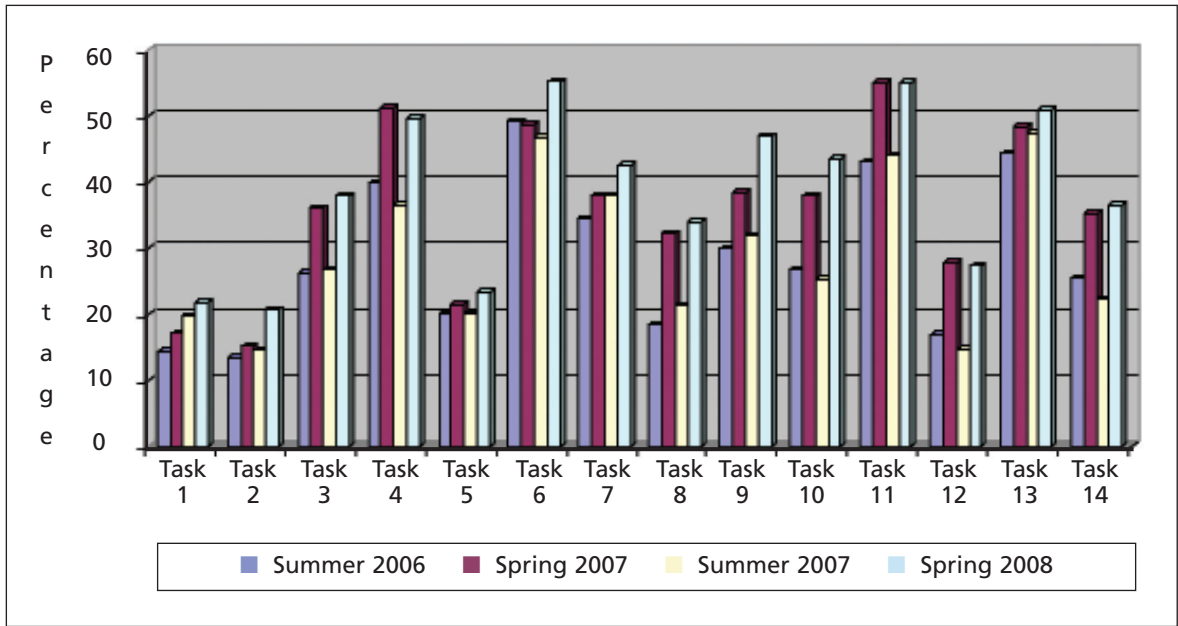
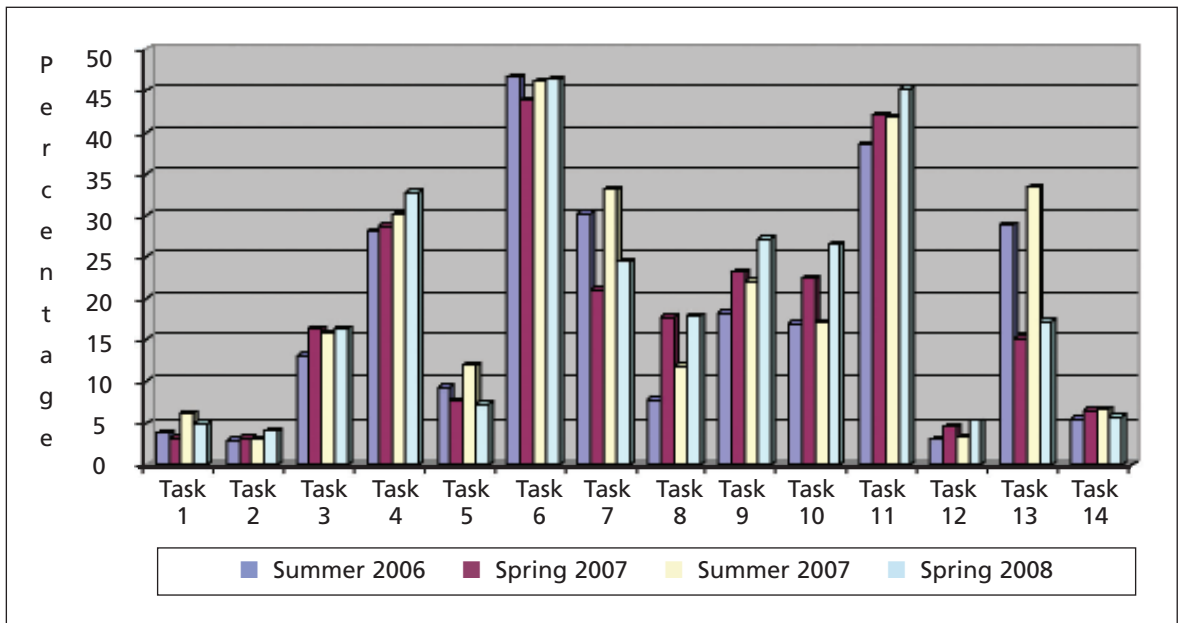


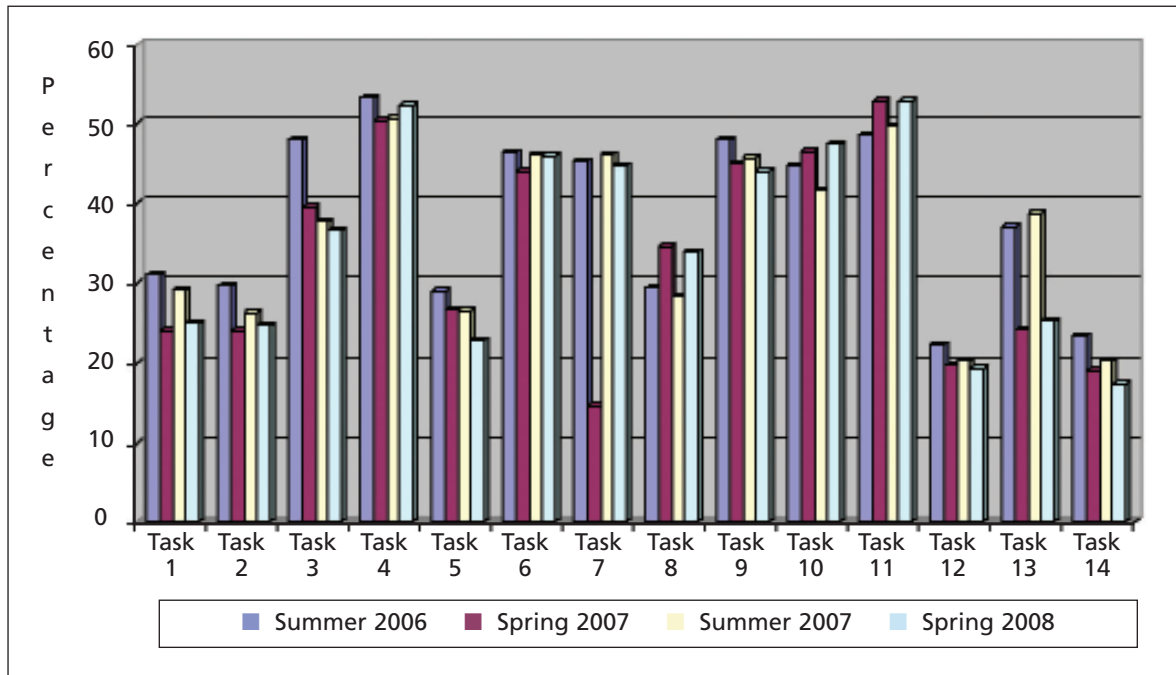
Figure A3.3: Percentage of respondents that felt unconfident about delivering a range of tasks²⁸



²⁷ This includes respondents that felt 'unsatisfied' or 'not at all satisfied'.

²⁸ This includes respondents that felt 'unconfident' or 'not at all confident'.

Figure A3.4: Percentage of respondents that felt concerned about delivering a range of tasks²⁹



A3.2 Table A3.2 presents a range of DfES aims and values that new teachers are expected to be able to implement.

Table A3.2: DfES aims and values for new teachers

Aim 1	Promote positive values, attitudes and behaviour that you expect from pupils.
Aim 2	Work within the statutory frameworks relating to teachers' responsibilities for pupil behaviour matters.
Aim 3	Understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
Aim 4	Utilise different strategies to promote good behaviour by individual pupils.
Aim 5	Utilise different strategies to establish a purposeful classroom environment.
Aim 6	Identify and support pupils who experience behavioural, emotional and social difficulties.
Aim 7	Establish a classroom environment where diversity is valued and where pupils feel secure and confident.
Aim 8	Set high expectations for pupils' behaviour.
Aim 9	Anticipate and manage pupils' behaviour constructively, whilst promoting pupils' self-control and independence.
Aim 10	Recognise and respond effectively to equal opportunities as they arise in the classroom.
Aim 11	Challenge bullying or harassment in the classroom.

²⁹ This includes respondents that felt 'concerned' or 'very concerned'.

Figure A3.5: 'Unpreparedness' among respondents to meet DfES aims for new teachers³⁰

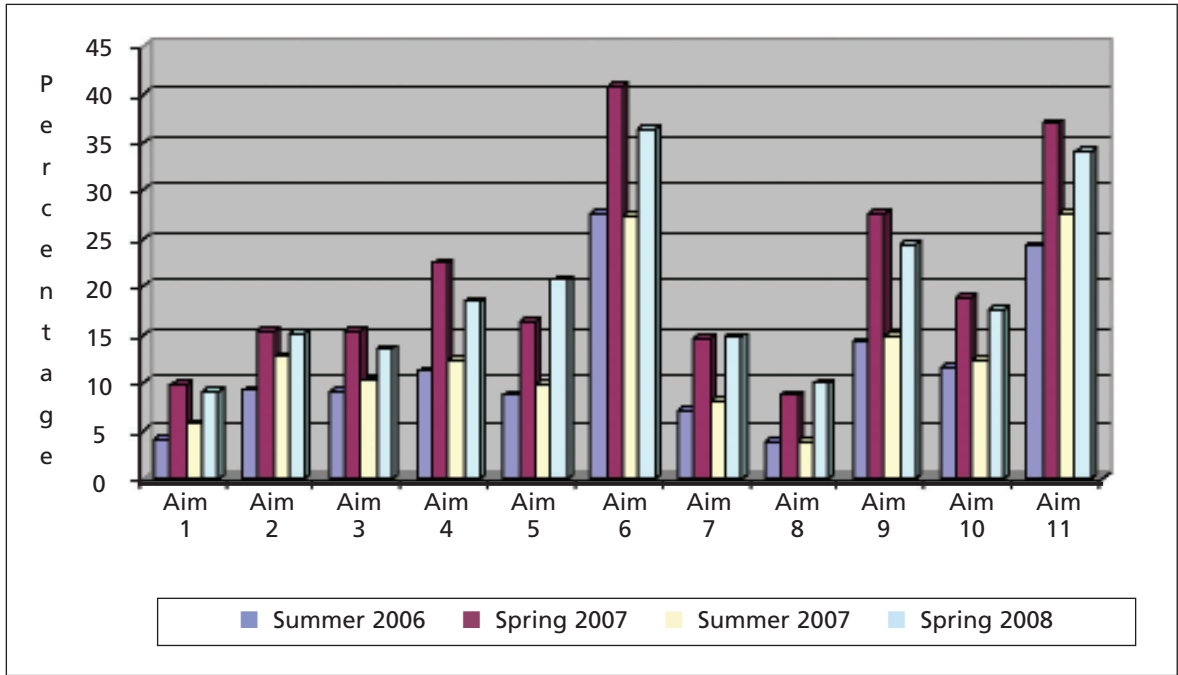
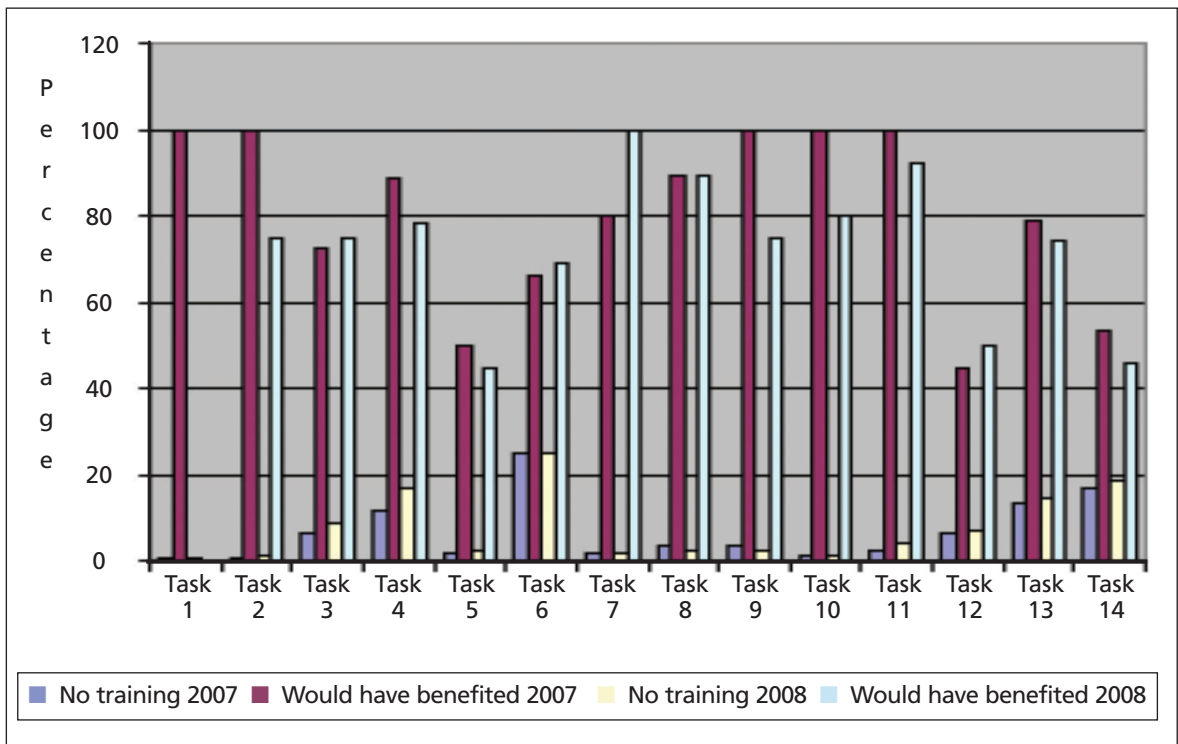


Figure A3.6: Percentage of respondents that reported that they would have benefited from training³¹



APPENDIX 4: NASUWT TRAINING

- A4.1 The interviewees and survey respondents were asked a small number of questions regarding their experience of NASUWT training, the results of which are presented here.
- A4.2 The vast majority of the 30 interviewees had attended the NASUWT seminar 'Preparing for Your First Teaching Post' and found it useful.
- A4.3 In addition, eight per cent (n=17) of respondents in 2007 and four per cent (n=16) in 2008 had attended an external training course run by the NASUWT. Respondents were asked to rate how helpful the training had been at managing disruptive pupil behaviour; NASUWT courses were seen as helpful by more than three quarters of the respondents that had attended them (82 per cent in 2007 and 88 per cent in 2008).
- A4.4 In 2007, 14 per cent of respondents (n=39) and in 2008, nine per cent (n=27) attended the NASUWT 'Preparing for Your First Teaching Post' seminar for NQTs. For both years, of those that attended the seminar more than three quarters found it 'helpful' or 'very helpful' (82 per cent in 2007 and 78 per cent in 2008).

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