

## 5. Career development and retention

### Chapter Summary

- This chapter presents findings concerning third year teachers' career development, and issues in relation to retention and intentions to move school.
- Only a third of third year teachers surveyed had no additional responsibility, about 40% having some kind of unpaid responsibility and 25% having some kind of paid responsibility. This overall finding masked major differences between school types here: 90% of primary teachers had some level of responsibility, compared with about half of secondary teachers, but only 16% of primary third year teachers compared with 38% of secondary teachers were paid for it. Case study data indicated that support for new responsibility - whether paid or unpaid - was important for third year teachers.
- Most of the case study teachers planned in the longer term to become middle leaders, with a third (15) aspiring to senior leadership. The six teachers who didn't have clear plans or intended to stay in the classroom were all female and in primary or special schools. Over three quarters of the male case study respondents aspired to senior leadership, compared with 15% of female teachers. A number of third year teachers could be characterised according to their "work life orientation" - either having a career orientation (13 teachers) a personal orientation (6) or a mixed orientation (20). All nine of the male teachers for whom we could ascertain an orientation had a career orientation, whereas the female teachers were split between the three groups.
- Looking to the future, around 40% intended to stay in their current school in the short term, 40% expected to move (mostly for promotion, although in a very small number of cases for family or personal reasons) and the rest hoped to stay or were not sure. Reasons given for leaving included promotional opportunities (cited by 56% of case study respondents), professional development (17%), relocation (11%) with smaller numbers reporting issues related to pressure, support, pupil behaviour and personal and other reasons. There were differences between senior leaders and the third year teachers, indicating that – whilst promotion is the most important reason given for leaving amongst all groups - the teachers themselves focus much more on issues of support and development in considering whether to leave their current schools.
- Turning to retention in the school, we also asked our case study interviewees about reasons why third year teachers might stay in their current schools. As with reasons for leaving, being given promotion/responsibility was the most common reason given for staying, i.e. preventing early career teachers leaving (45% of respondents). The other reasons related more to the broader feel of the school and are rather different when compared with reasons given for leaving – support (26%), development (38%), enjoyment (20%), colleagues (13%), school ethos (11%) were all seen to be important for significant numbers of respondents. Again, there were some differences between senior leaders and third year teachers here. Senior leaders were more likely to cite promotion, development and support as reasons to stay, whereas teachers themselves – whilst also seeing these issues as being very important – were not as likely to cite them. For teachers, the support of colleagues and the team and – most strikingly – being settled were important factors not emphasised as often by leaders.
- We examined patterns in relation to school deprivation as measured by entitlement to school meals, and found some patterns. In particular respondents in schools

with more deprived catchments were much more likely to cite enjoyment, the headteacher, support, and team and colleague as being important factors in deciding whether to stay in a school. They were less likely to cite the school being a good training ground compared with others. This indicates that teachers working in such schools may have differing priorities compared with others.

- Looking to retention in teaching, around 70% of the third year case study teachers saw their long term careers in teaching, with none definitely intending to leave in the short term.

### 5.1 Current roles and responsibilities - Survey findings

Our survey found that by their third year in teaching, only 34% of the 298 had no additional responsibility, with 41% having some kind of unpaid responsibility, and 26% having some kind of paid responsibility. However, there were some clear differences between primary and secondary teachers, as might be expected, as shown in Table 5.1 below.

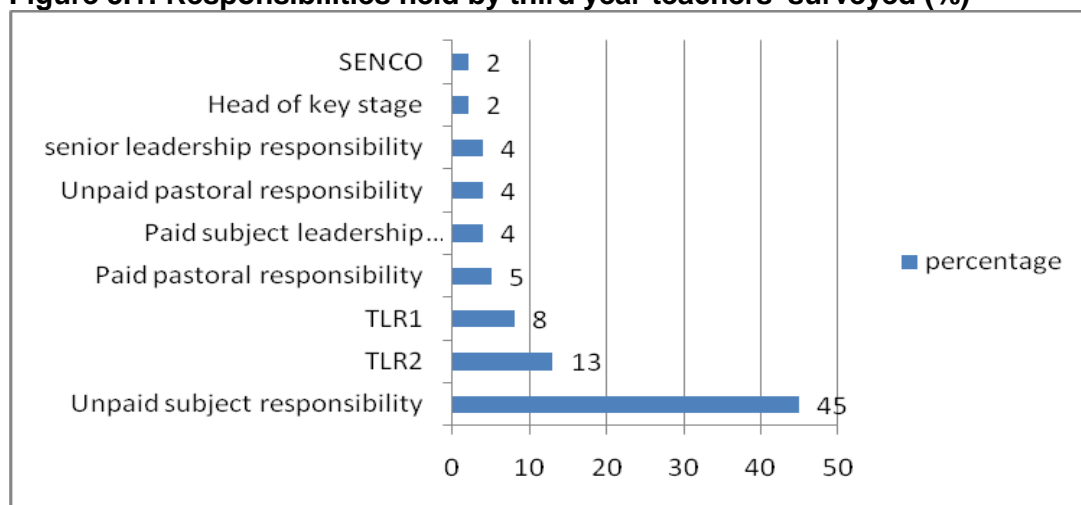
**Table 5.1 Paid/unpaid responsibilities held by third year teachers surveyed: comparing primary and secondary schools (%)**

	<b>Paid responsibility</b>	<b>Unpaid responsibility</b>	<b>No additional responsibility</b>	<b>Total n</b>
Primary	16	67	17	<b>156</b>
Secondary	38	11	51	<b>133</b>

Whilst almost 90% of primary third year teachers had some level of responsibility, compared with about half of secondary teachers, only 16% of primary teachers compared with 38% of secondary teachers were paid for it. A similar pattern emerged in our qualitative data. The case study data indicated that the reasons for this difference were that most primary teachers have some kind of subject responsibility, which is usually unpaid. In secondary schools, there tend to be more opportunities for paid responsibility for early career teachers. Whilst it was true that more male teachers had paid responsibility than female teachers, this appeared to be due to female teachers being more likely to be in primary schools, rather than some separate gender-related issue.

Figure 5.1 below shows the types of responsibility third year teachers had (note that teachers may hold more than one kind of responsibility).

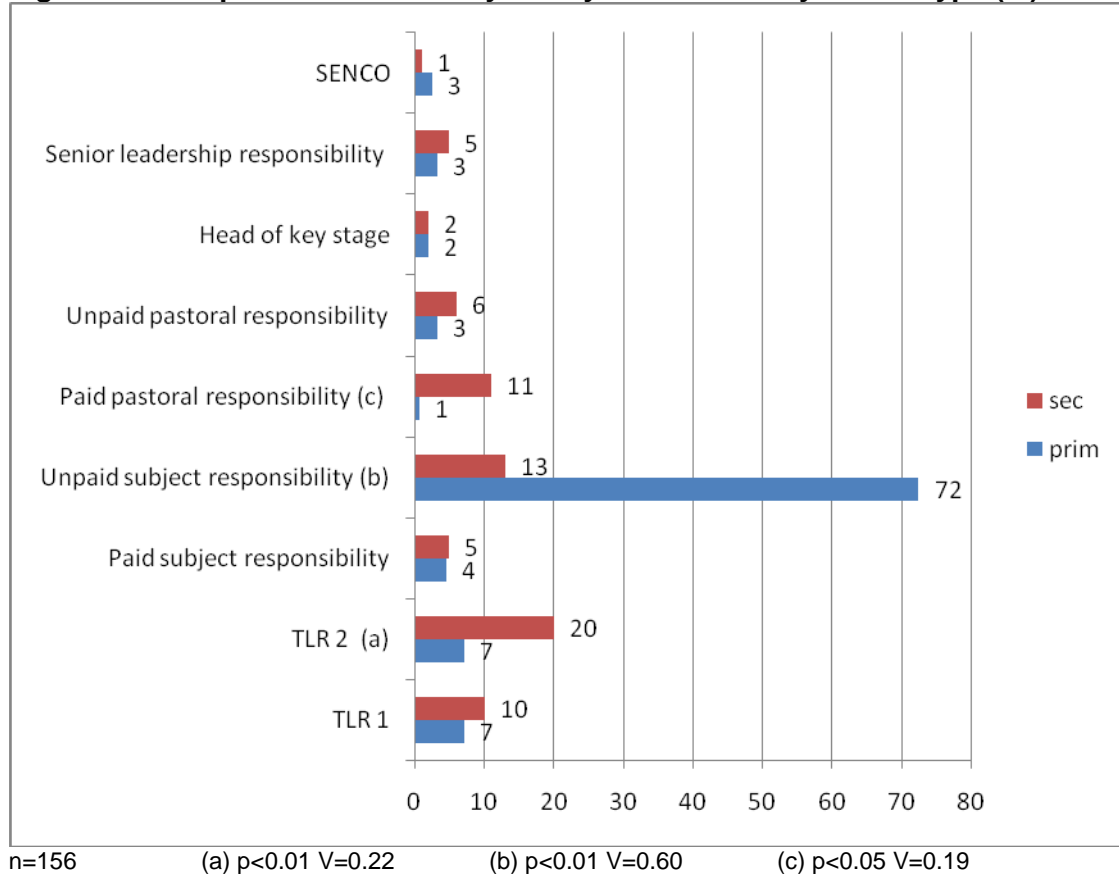
**Figure 5.1: Responsibilities held by third year teachers' surveyed (%)**



n=298

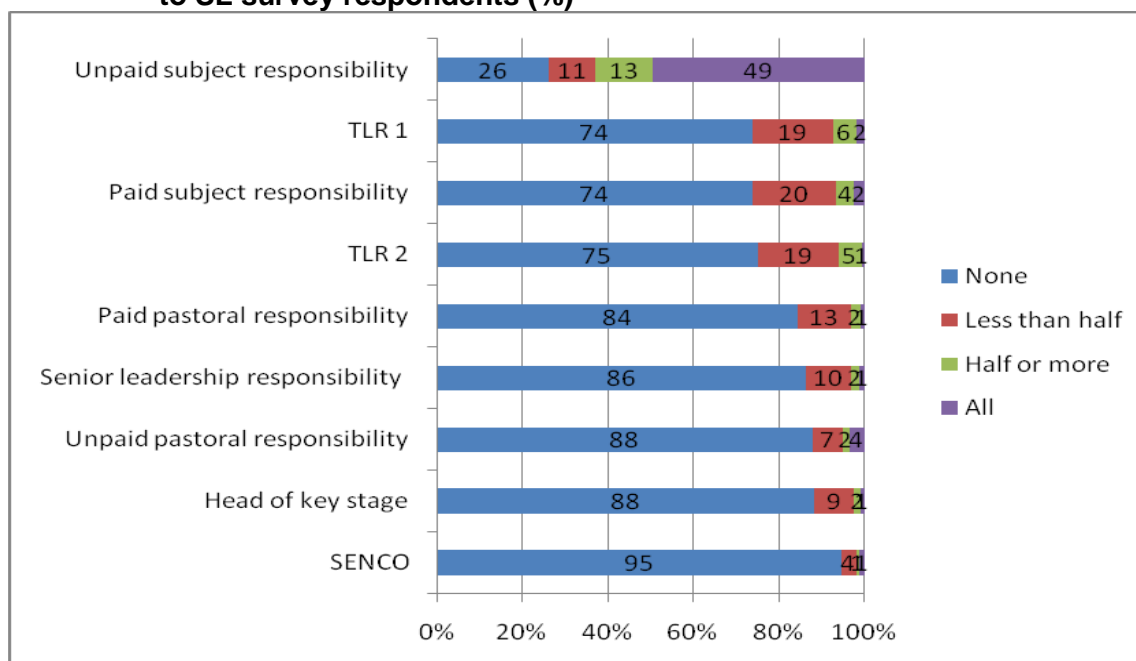
There were differences by school type here as well, as indicated in Figure 5.2, with secondary teachers more likely to have paid pastoral responsibility or TLR1/TLR2. Essentially, the 'first paid promotion' posts one would expect secondary teachers to take on. It is worth noting, though, that such opportunities appear to be less widespread in primary schools (as would be expected in smaller organisations with flatter career structures). However, primary teachers were much more likely to take on some unpaid responsibility, so whilst promotion is more difficult to achieve for third year primary teachers, career development via additional unpaid subject responsibility is the norm.

**Figure 5.2: Responsibilities held by third year teachers by school type (%)**



We also asked senior leaders what proportion of third year teachers, in their experience, had different levels of responsibility. The overall data is shown in Figure 5.3.

**Figure 5.3: Proportion of third year teachers with types of responsibility according to SL survey respondents (%)**



Again, there were differences between primary and secondary schools, as indicated in Table 5.2. Significance testing and effect size calculations indicated that in that in most cases indicating that more third year teachers had paid responsibility in secondary schools, while more primary teachers had unpaid responsibility, in line with the comments by teachers themselves.

**Table 5.2 Differences in proportions of third year teachers with types of responsibility according to SLT survey respondents (primary and secondary) (%)**

		None	Less than half	Half or more	All	Significance	Effect size (Cramers V)
TLR1*	Pri	86	9	2	2	p<0.01	0.45
	Sec	43	43	13	1		
TLR2*	Pri	89	8	3	1	p<0.01	0.50
	Sec	41	47	12	0		
Paid subject responsibility*	Pri	87	9	2	2	p<0.01	0.43
	Sec	47	43	8	2		
Unpaid subject responsibility*	Pri	10	6	14	70	p<0.01	0.66
	Sec	63	22	12	3		
Paid pastoral responsibility	Pri	96	3	1	0		
	Sec	63	33	2	1		
Unpaid pastoral responsibility*	Pri	91	4	2	4	p<0.01	0.22
	Sec	82	16	1	2		
Head of key stage*	Pri	91	7	1	1	p<0.05	0.13
	Sec	82	14	3	1		
Senior leadership	Pri	89	9	2	1		
	Sec	84	14	2	1		
SENCO	Pri	94	4	1	1		
	Sec	94	4	0	2		

Pri – n = 298-311 Sec- n = 121-126

## 5.2 Current roles and responsibilities - Case study findings

Eight of the 46 teachers we spoke with as part of the case studies had no additional responsibility beyond the classroom, with 16 having some form of paid responsibility (three heads of subject or department, six with some other subject responsibility such as second in department, three with a pastoral role, one with a combined role and one with another form of leadership role) and 22 some kind of unpaid responsibility. Just under half (22) had the same level of responsibility as in the previous year, and one had less responsibility (having given up a demanding subject role). The rest had taken on more responsibility, with 12 having taken on new paid responsibility (indicating that of those with some paid responsibility three quarters had gained this in their third year and not before) and 11 having taken on new unpaid responsibility.

For those who had taken on (particularly unpaid) responsibility, several mentioned the stress involved. Examples from third year teachers are below:

"This has been stressful. I feel I might nearly have taken on too much. I have only managed to get my life back on track this term. I have also learnt to start saying 'NO!' to requests. (ID13 primary third year teacher)

"I have been offered 'ridiculous' responsibilities at times, for example writing a cross-curricular scheme of work for Geography and history for gifted and talented children, something I felt completely unqualified to do." (ID45 secondary third year teacher)

As both of these examples suggest, the support available was significant for these early career teachers in enabling them to feel they were performing well in their new roles, and where there was a lack of support some struggled. For example, one teacher gave an account the responsibilities and experience they had encountered:

"this year I have been given responsibility as Design Technology Co-ordinator across the school but I haven't done much towards that beyond ordering some stock and a little planning ... you're just told you are co-ordinator for this or that and you scuttle off into your corner and try to find out what you're meant to do, I have had no had training for it yet so I am not that confident with it but I hope that will come." (ID43 primary third year teacher)

In contrast, where support was available, this made the transition to additional responsibility smoother, if still challenging:

"I now have a second class, with two job share teachers who have more years teaching than me, that I have to manage – along with TAs new to the work. I've found this a challenge. At first I didn't feel confident, but I was supported by the acting head in the autumn term, and now by the new head, and I've really grown in confidence through the year. The new head has put the foundation stage into the school action plan and has provided time for planning meetings....Head, deputy, assistant head and the key stage coordinators now meet as a senior management team. The coordinators were not previously involved, so my status has gone up, but this is a mixed blessing. I enjoy being able to see the school in a wider context, but am very conscious of the additional responsibility." (ID27 primary third year teacher)

### 5.3 Approaches to careers in teaching - Case study findings

As in previous years, we asked all of our third year case study teachers about their future plans in relation to the profession. 32 (70%) of the 46 had no intention to leave teaching, and saw it as a long-term career. A further six saw themselves staying in teaching at least for the short term, with four indicating they were not sure. The remaining seven who responded to this question saw their long term plans beyond teaching, although only one of these saw themselves leaving the profession altogether - the other six intended to move into a related profession (as an adviser, an HE lecturer or some other form of teaching).

Table 5.3 below indicates the differences by school type. Note that the majority of those intending to leave for a related career are in primary schools, and that all special school respondents – and none of the independent school respondents – intended to stay in teaching long term.

**Table 5.3 Intentions to stay in teaching by school type (case study data)**

	primary	secondary	special	independent
<b>Unsure</b>	2	1	0	1
<b>Stay in teaching short term</b>	3	2	0	1
<b>Leave teaching altogether</b>	0	0	0	1
<b>Leave for a related career</b>	4	1	0	1
<b>Stay in teaching long term</b>	13	15	4	0

There were no clear gender differences here, or between teachers working in schools with different levels of deprivation.

We also asked about their career plans in relation to progression and promotion in the longer term. Of the third year teachers we spoke with, three didn't have a clear progression plan, and a further three wished to remain as classroom teachers. Of the rest, a third (15) had an aspiration to become senior leaders - although most of these did not aspire to headship - and 29 (63%) aspired at least to middle leadership.

There were some differences by school type, principally that all of the teachers who intended to stay in the classroom or didn't have a clear plan were in primary or special schools, as can be seen in Table 5.4 below:

**Table 5.4 Progression plans by school type (case study data)**

	primary	secondary	special	independent
<b>Don't know</b>	2	0	1	0
<b>Classroom teaching</b>	2	0	1	0
<b>Middle Leader</b>	12	14	1	2
<b>Senior Leader</b>	6	8	0	1

There were also some clear gender differences here. All of the respondents who either didn't have a clear plan or wished to stay in the classroom were female, and whilst about two thirds (22) of the female teachers aspired to middle management only five (15%) of the 33 female teachers aspired to senior leadership, compared with ten (77%) of the 13 male teachers. The teachers who did not aspire to promotion wished - in the words of one - to "become the best classroom teacher I can be" (ID50 special school third year teacher), and one noted that she intended to start a family soon so wanted a better work/life balance in the future.

We also asked our third year teachers about their career progress in relation their peers. Of the 36 teachers who discussed this issue, 7 said they had progressed further than their peers, 11 had progressed about as far, four had not progressed as far and 13 did not wish

to compare themselves with peers. Of these latter two categories, many made the point that they were very happy with their position, feeling that needed to develop their classroom skills before moving on, for example:

"Other colleagues and friends have been promoted and have more responsibilities than me... out of everyone I've not progressed as much but I'm happy with that. I want to get experience of being a good classroom teacher." (ID 16 secondary third year teacher)

"Quite a few of the teachers who came as NQTs at the same time as me are looking for promotion now, and are more ambitious than me, especially one who has been asking each year what they can do next and when they can move on. But I want to make sure I am good at my job first and I'm not affected by other people" (ID22 secondary third year teacher)

When we compared these perceptions by gender, we found that men were more likely to say they were progressing further than their peers, or that they did not make comparisons. Women were more likely than men to state they had progress about as far as their peers, or not as far.

We also asked our third teachers about their plans in relation to their current school. At this stage of their careers, 19 were sure they would stay in their current school for the next three years at least. Reasons included being happy there (14 teachers); being given a promotion or responsibly recently (11 teachers); or feeling trapped (three teachers). Another five hoped that they would stay, and one wasn't sure. The other 21 teachers, however, expected to move on. Reasons given here included leaving for promotion if not available in their current school (17 teachers) leaving for wider experience (11 teachers). The remaining few intended to leave for personal or family reasons.

By the way they discussed their careers, we were able to ascertain that our group of third year teachers could be characterised according to what we might call their 'future work/life orientation'; broadly, whether their future work/life plans were highly focussed on their career and promotions (*career orientation*), focussed primarily on their wider personal goals (*personal orientation*) or a combination of both (*mixed orientation*).

Our analysis indicated that 13 of our teachers had a career orientation. These staff tended to have well planned career paths, which they were already beginning to follow. ID3 and ID19 are good examples:

"I don't know if I'll be in teaching for ever. I certainly want to be the best head of department I can be. I like showing off and wanted to get a head of department post while I'm still young so that I could say that when I was young had had a big job! [...] I plan to spend the next five years taking this department and moulding it in my own image. In the professional development review they asked if I aspired to early headship. I wouldn't commit to it, but I've not ruled it out. Anyway, by the time I'm 35 I might well have left teaching and moved into the civil service or politics." (ID3 secondary third year teacher)

"I see myself moving into a managerial role eventually. I think my ambition would be to be a deputy headteacher ... I always like to have somebody above me to line manage me... I think I've done very well to get the responsibility I have this soon. I think the school has done very well by me to give the opportunity to be a subject leader... I was asked the same question by my PGCE tutor back in 2006..."

and I said in three years time I'll be head of department ...I have already started taking like gate duties on and working with SLT on a regular basis which all hopefully stands you in good stead." (ID19 secondary third year teacher)

Six teachers had a personal orientation, where their personal and wider life beyond teaching appeared to be of prime importance in their lives, often related to having better work life balance or specific personal plans, and typically with limited career plans as exemplified here:

"I've always been quite young for my age and maybe a few more years behind me ... wouldn't do me any harm ... I do want to have a career, to progress up ... I've got an extra little role in school... I am ambitious but I don't want my ambition to be at the cost of my personal life ... I do want to have a life outside school." (ID22 secondary third year teacher)

"I'm fairly sure I don't want to be a deputy head or anything. I want to be really good at being a class teacher. I want to be like [colleague], who has been teaching for 15 years and is a really good class teacher. ... I may stay at this school...I think it is a good idea to move on. I am getting married next year, so I think I might stay here and have babies. Don't tell [headteachers name]! I might as well do it here." (ID23 primary third year teacher)

The remaining 20 had a mixed orientation, with teaching a main priority, about personal priorities important too, with these individuals usually having fairly well formed career plans (in nine cases the orientation was unclear). A couple of good examples:

"My baby is due in January, so I'll go on maternity leave just before Christmas. I want to come back part time. Long term, I'd like to be a head teacher one day so I really want to keep my hand in, but for the next five to seven years I'll have other priorities... I would like to be a head teacher or perhaps work as an LA adviser." (ID10 primary third year teacher)

"I'm going to be moving schools next year, moving to [town] for love! The new job has no points or TLRs attached. Ultimately I'd like to be an adviser of some kind... My aim is second in department, and when I get there I'll make the decision about whether to go on to the next level. I might want to be a Head of Department but I think it's a thankless job: they're pushed from pillar to post and can't do what they want most of the time... I would have stayed for another year in this school if it wasn't for my situation, but I would have moved anyway after another year. This is a pretty cushy school and anyone with any ambitions needs to see a variety of schools in different situations." (ID47 secondary third year teacher)

There were clear gender differences here: all nine of the male teachers for which we could ascertain an orientation were identified as having a career orientation, whereas the female teachers were split between the three groupings (four career orientation, 20 mixed orientation, six personal orientation).

We should note here that we examined each of the sets of responses to questions noted above by the level of deprivation in the respondent's school, measured by entitlement to



free school meals, and the relative attainment in the school, and found no discernable patterns in relation to these variables.

#### 5.4 Retention of early career teachers - Case study findings

We asked the senior leaders in the case study schools to describe their current retention patterns for early career teachers. Table 5.5 below shows their broad responses, indicating differences between primary and secondary senior leader responses:

**Table 5.5 Turnover patterns in case study schools (% in brackets)**

	Primary	Secondary	Overall
<b>Too high</b>	5 (23)	2 (9)	7 (14)
<b>Stable</b>	4 (19)	8 (36)	14 (27)
<b>Low, but not a problem</b>	7 (32)	6 (27)	17 (33)
<b>Low, a problem</b>	2 (9)	3 (14)	6 (12)
<b>No patterns</b>	4 (18)	3 (14)	7 (14)

Of the schools that saw their retention as 'stable' (that is to say, they had what they viewed as a healthy level of turnover), four secondary schools had specific problems in some subject areas (mathematics and/or science) and five schools noted that they previously had high turnover, but it had settled more recently. There were no clear differences between types of schools by level of deprivation, or attainment.

We asked all of our case study interviewees why they thought third year teachers leave. The responses were grouped and are presented in Table 5.6 below.

**Table 5.6 Reasons given for third year teachers leaving their current school (case study data)**

Reason	All responses (%)	SLT responses (%)	Teacher responses (%)
Promotional opportunities	68 (56)	32 (67)	23 (50)
Professional development	21 (17)	9 (19)	12 (26)
Relocation or emigration	13 (11)	6 (13)	3 (7)
Pressure	10 (8)	5 (10)	2 (4)
Pupil behaviour	9 (7)	3 (6)	1 (2)
Family reasons	8 (7)	3 (6)	1 (2)
Other personal reasons	8 (7)	5 (10)	1 (2)
School restructuring/reorganisation/closure	7 (6)	2 (4)	2 (4)
Lack of support	5 (4)	1 (2)	4 (9)
Not suited or not equipped to do the job	5 (4)	5 (10)	0 (0)
Teaching specific groups/subjects e.g. 6 <sup>th</sup> form	4 (3)	3 (6)	1 (2)
Other	2 (2)	1 (2)	1 (2)

As might be expected, by far the most common reason given was for promotion (mentioned by 68 of our interviewees) followed by professional development more broadly (in line with findings noted in the literature review by Moor et al, 2005) and Hobson et al, 2009) and relocation/emigration. As Table 5.6 shows, there were some differences between teachers and senior leaders. In particular "lack of support" was the third most common reason for leaving given by teachers (in line with Ashby et al's (2008) review), but it was not mentioned at all by senior leaders. And whilst one in ten senior leaders cited not being suited or equipped for the job, this was not mentioned at all by teachers. In addition, senior leaders were more likely to cite promotion and less likely to cite development as reasons for leaving. Taken together, these findings indicate that – whilst promotion is the most important reason given for leaving amongst all groups - the teachers themselves focus much more on issues of support and development in

considering whether to leave their current schools. Pupil behaviour was not a major issue according to our sample, which is out of line with other research reviewed by Ashby et al (2008).

One further point on this issue. We looked at patterns with regard to these responses, and found that respondents in schools with the highest proportion of pupils entitled to free school meals were more likely than others to cite pressure, children's behaviour and not being suited to /equipped for the job as reasons to leave (at least 50% of respondents in each case being in more deprived schools), indicating these factors are particular issues in schools in more deprived circumstances. Two examples:

"I also feels that career-wise I should probably move. In some ways I still feel as though I'm seen as an NQT. Also, this is a challenging place to be, and although I cry less than I used to, I would like to work somewhere less difficult! But my personal circumstances mean that I'm unlikely to want to relocate." (ID10 primary third year teacher)

"They leave for an easier school, or they have struggled and we have suggested they move on because it is not working out here... quite a few out of [third year teacher's] NQT year did not complete the year. But of those that struggled with us, two are on supply and two are on short-term contracts so they have not moved on to better things" [fieldworker noted this last comment was a suggestion that they were not "up to it"] (ID6 primary SL)

We also asked our case study interviewees about reasons why third year teachers might stay in their current schools. Table 5.7 below shows the responses across all of our interviewee groups:

**Table 5.7 Reasons given for third year teachers staying at their current school (case study data)**

Reason	All responses (%)	SLT responses (%)	Teacher responses (%)
Being given promotion or responsibility	55 (45)	27 (56)	17 (37)
Professional development	46 (38)	23 (48)	15 (33)
Support	32 (26)	15 (31)	9 (20)
Enjoyment of job	24 (20)	10 (21)	8 (17)
Team/colleagues	16 (13)	4 (8)	7 (15)
School ethos	14 (11)	6 (13)	5 (11)
Being settled/ risk averse	14 (11)	3 (6)	10 (22)
Geographical reasons	13 (11)	6 (13)	5 (11)
Good training ground	9 (7)	5 (10)	4 (9)
Headteacher/leadership	7 (6)	3 (6)	3 (7)
The children	7 (6)	4 (8)	1 (2)
Family friendly/flexible	7 (6)	3 (6)	3 (7)
Financial incentives (RR/inner London)	6 (5)	5 (10)	1 (2)
School reputation	5 (4)	3 (6)	0 (0)
Other	2 (2)	1 (2)	1 (1)

Note that promotion/responsibility is the most common reason given for staying, i.e. preventing early career teachers leaving, while the other reasons relate more to the broader feel of the school and are rather different when compared with reasons give for leaving - support, development (in line with previous research), enjoyment, colleagues, school ethos are all seen to be important for significant numbers of respondents. Again, there were some differences between senior leaders and third year teachers here. Senior leaders were more likely to cite promotion, development and support as reasons to stay,

whereas teachers themselves – whilst also seeing these issues as being very important – were not as likely to cite them. For teachers themselves, the team and their colleagues and – most strikingly – being settled were important factors not emphasised as often by leaders. Note also that whilst senior leaders cited financial factors such as Recruitment and Retention allowances and inner London allowance, this was mentioned by a much smaller proportion of teachers, and the school reputation and the children – mentioned by a small number of leaders - were not mentioned at all by teachers themselves (save one teacher who discussed the children).

We examined patterns in relation to school deprivation as measured by entitlement to school means, and found some patterns, in particular that respondents in schools with more deprived catchments were much more likely to cite enjoyment, the headteacher, support, and team and colleague as being important factors in deciding whether to stay in a school. They were less likely to cite the school being a good training ground compared with others. This indicates that teachers working in such schools may have differing priorities compared with others. In particular they place a high value on support and camaraderie, for example:

"Nice working environment, mutual support and good relationships encourage them to stay. Desire for promotion/ambition may encourage movement, but individuals vary – for example, of our fourth year teachers one has been looking to her career and seeking responsibility beyond classroom teaching, the other is very successful as a teacher and not seeking to move." (ID22 secondary LM)

"I could not imagine being anywhere else. I love the school and want to stay here. I value my colleagues and the students and I'm not bothered about promotion particularly." (ID45 secondary third year teacher)

We also asked teachers themselves what their perception was regarding the length of time they were expected as early career teachers to stay in the school. The largest group – 14 – felt that the school had no real preference, with nine noting it depended on the individual. Seven thought they were encouraged to stay long term in the school, six in the medium term and five stated that three to four years was the expectation. The rest did not respond.