

# **NQT Quality Improvement Study for the Training and Development Agency for Schools**

**Part 4 Report: The Third Year of Teaching**

**January 2011**

**Centre for Education and Inclusion Research  
and Department of Teacher Education  
Sheffield Hallam University**

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## Acknowledgements

The authors of this report are Mike Coldwell, Joanne Davies, Bronwen Maxwell and Colin McCaig.

They would like to thank Kath Aspinwall, Helen Cook, Chris Mason, Alan Potts, Robin Smith and Anna Stevens for their help in data collection and Ian Chesters and Louise Glossop for their administrative support.

The authors would also like to thank the project steering group which has provided guidance and advice on project design and project reports:

Jude Belsham	The Department for Education
Sara Bubb	Institute of Education, University of London
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Alison Hramiak	Sheffield Hallam University
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## Glossary of Acronyms and Key Terms

- BaT**      *Becoming a Teacher project - This six year longitudinal project was funded by DCSF, TDA and GTCE and discusses teachers' experiences of teacher training, induction and early professional development.*
- B Ed/BA (QTS)** *Bachelor of Education – undergraduate route into teaching, most common for primary schools; Bachelor of Arts in Education Studies with Qualified Teacher Status.*
- CEDP**      *Career entry and development profile - primarily an online resource aimed at trainee and newly qualified teachers (NQTs) to enable them to focus on achievements and goals, and discuss professional development needs. It is organised into three transition points. Transition point one is towards the end of initial teacher training (ITT), point two is at the beginning of the induction year, and point three is towards the end of induction.*
- CPD**      *Continuing Professional Development - training and development support (for qualified teachers).*
- D&T**      *Design and Technology - Subject area in the English national curriculum offered from primary onward. It is split into different areas including: textiles, food, graphic products, resistant materials, product design, electronic products, and systems and controls.*
- EBR**      *Employment-Based Routes to Qualified Teacher Status, such as GTP (see below) and School Centred ITT*
- FSM**      *Free School Meals - eligibility for free school meals is dependent on family income, so the percentage of pupils eligible to receive free school meals in a school is a crude measure of poverty or deprivation facing the pupils attending a school. Despite its crudity, it is the only widely available measure of parental income available that is easily matched to school and pupil outcomes, so it is very often used as a proxy for poverty/deprivation in quantitative school research studies.*
- GCSE**      *General Certificate of Secondary Education - set of British qualifications, taken by secondary school students normally at the age of 16 in England, Wales, and Northern Ireland.*
- GTCE**      *General Teaching Council for England - a professional body for teachers in England. The GTC registers teachers, maintains professional standards and gives advice to the government. The GTC provisionally registers those starting a course of initial teacher training in England which leads to the award of QTS.*
- GTP**      *Graduate Teacher Programme - route into teaching that involves the trainee being placed predominantly in a school setting. This is the most common 'employment-based route' into teaching.*
- ITT**      *Initial Teacher Training – routes into teaching that lead to Qualified Teacher Status.*
- LA**      *Local Authority.*

MTL	The masters in teaching and learning (MTL) - a fully government-funded practice-based masters programme designed to help teachers gain the knowledge and skills they need to have a real impact in the classroom.
NQT	Newly Qualified Teacher – teacher in the first year after completing their ITT.
OFSTED	Office for Standards in Education, Children's Services and Skills - government agency responsible for the management of the system of school inspection defined originally by the Education (Schools) Act 1992.
OTTP	Overseas Trained Teacher Programme provides overseas trained teachers with the opportunity to gain qualified teacher status (QTS) while working as a teacher
PGCE	Post Graduate Certificate in Education – a one or two year route into teaching for those with a previous undergraduate degree, the most common route into secondary teaching.
PPA	Planning, Preparation and Assessment - protected non-contact time available to teachers.
PSHE	Personal, Social and Health Education - Subject area in the English national curriculum offered from primary onward. PSHE education equips children and young people with the knowledge and skills to deal with a range issues they face as they grow up.
PD	Professional development - activities undertaken by teachers to support their development.
QTS	Qualified Teacher Status - Accreditation for teachers to teach in state maintained and special schools in England and Wales.
RQT	Recently Qualified Teacher - teacher in their second, third or fourth year after completing their ITT.
SEN	Special Educational Needs - in England, refers to a legal definition of individuals with learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.
SL	Senior Leader - a member of the Senior Leadership Team responsible for the strategic direction of the school.
SLT	Senior Leadership Team – senior group responsible for the strategic direction of the school, consisting usually of the Headteacher, and Deputy Headteacher(s) and/or Assistant Headteacher(s) and in some cases a Business Manager.
SSAT	Specialist Schools and Academies Trust.
TA	Teaching Assistant - staff that support teachers and pupils individually or on a group basis. Some are subject specialists for example in numeracy, English as an additional language or creative arts as well as Special Education Needs.
TDA	Training and Development Agency for Schools – government agency responsible for ITT and continuing training and development of teachers and the whole school workforce.

TLR Teaching and Learning Responsibility payments - additional salary payable to teachers who fulfil specific roles in leading and managing teaching and learning within a school.

## Executive summary

This report relates to Part 4 of the Newly Qualified Teacher (NQT) Quality Improvement study commissioned by the Training and Development Agency for Schools (TDA) which focuses on the third year of teaching. The analysis below presents findings relating to four key themes: performance management; teacher performance; professional development and support; and career development. A mixed method approach to data collection was used incorporating case studies and national surveys of senior leaders and third year teachers. The data analysed and reported below consists of:

- Data from visits to 50 case study schools (21 primary, 23 secondary, 4 special and 2 independent schools) in May and June 2010. Interviews were conducted with 46 third year teachers, 48 senior leaders and 28 line managers (where this was different from the senior leader).
- Data from surveys of senior leaders in 500 schools (325 primary, 136 secondary, 26 independent and 13 special schools) were gathered in Autumn 2009. Responses were also gathered from 298 third year teachers in the same schools (156 primary, 133 secondary, 4 special and 5 independent school teachers).

### Performance management processes and pupil feedback

The majority of schools in our case study sample follow a standard performance management process which includes a meeting at the beginning of the year to review and set targets, lesson observations and mid year reviews. Overall, primary schools follow a standard process in line with regulations which tends to be informal, whereas secondary schools tend to adopt a more formal and structured approach. In some secondary schools, the processes are closely linked with quality assurance and CPD. One independent school followed the standard process and the other did not have a process at all. All four special schools in our sample followed a process similar to primary schools.

Our survey data showed that both senior leaders and third year teachers felt that progression is measured over time via performance management; this was consistent with our case study findings. Our case study data also showed that primary schools were more likely to use pupil progress meetings as a way of measuring performance and secondary schools more likely to use results and data tracking. Both independent schools in our sample indicated that they did not measure performance over time.

Thirty one third year teachers commented on the usefulness of performance management. Of those, around one third did not find it useful and almost half of these preferred the informal support from within their department rather than the performance management process itself. The remaining two thirds highlighted that they did find the process useful especially the target setting, observations and some found the process useful in terms of reflecting on their practice.

Primary schools were more likely to carry out three lesson observations per year and secondary one or two observations per year as part of performance management. As might be expected, headteachers and deputy head teachers carry out observations in primary schools, whereas line managers and heads of departments do so in secondary schools. Primary schools indicated that they are more likely to carry out additional informal observations and secondary schools additional formal observations. The majority of schools used an Ofsted style grading structure when giving feedback.

In terms of pupil feedback, primary schools tend to use a formal process including pupil questionnaires and surveys; eight primary schools indicated that they did not get pupil feedback at all. Secondary schools also use formal methods to obtain pupil feedback via questionnaires and the pupil council; however, they were more likely to use informal methods such as feedback in lessons. Seven secondary schools did not use pupil feedback as a way of measuring performance.

## Performance and quality

Clearly the successful progression of third year teachers from the NQT year is dependent on a combination of individual and school factors. Expectations of third year teachers differ between secondary schools on the one hand and primary and special schools on the other. In the special school additional responsibility is anticipated at an earlier stage and this is reflected in the expectations of line and senior managers. The key individual factors leading to enhanced performance among third year teachers are:

1. Personal characteristics - this is usually identified within the first two years of a teacher's career and can have an impact on how individual teachers develop. This is usually associated with enhanced confidence as teachers become more experienced in the classroom and the wider school environment
2. Skills - third year teachers are expected to have developed classroom management, curricular and pedagogic assessment skills - reflectiveness, relationships with colleagues and pupils, time management
3. Aspirations/motivation - drive, ambition, empathy and rapport with pupils
4. Knowledge/understanding - third year teachers are expected to have a good understanding of assessment systems and wider school policies and contexts
5. Personal circumstances - relationship issues including the need to move because of partners' work commitments, taking time out from careers to have children etc can all impact on the progress of third year teachers.

Interrelating with these individual factors are those relating to the organisation of the school, specifically the degree to which senior leaders are able and willing to support teachers through the provision of training and CPD opportunities and internal promotions and responsibility points. The provision of opportunities to progress careers is a contingent function allied to the context of the school and individual performance, but equally important is the organisational context. Senior leaders and line managers believe they have the capacity to develop third year teachers and see it is a key part of their role to develop their own staff.

Our Part 3 Report *The Second Year of Teaching* found 'individual characteristics were found to contribute more to the variation in perceived quality and performance than ITE route, and this tendency becomes stronger as teachers progress in their careers' (Report 3, p.19). Not surprisingly this perception is also evident among interviewees in relation to teachers in their third year of teaching who report that any residual impact continues to decline over time in relation to factors such as the personality of the third year teacher and the school organisation including the support and opportunities context.

## Professional development and support

Third year teachers in our case study schools were subject to the same PD and support strategies and processes as other teachers in the school. Although senior leaders in most schools made no distinction between the PD and support provided for third year teachers and other teachers, in a small group of schools senior leaders had different expectations of the types and amount of PD and support third year teachers should engage in



compared to other teachers. Only one school had a dedicated PD programme for third year teachers.

School PD and support strategies were driven by a combination of factors: PM, school needs, national initiatives, individual needs, teachers' new roles and responsibilities and individual interests. As a consequence they were often fluid. The relative importance of different drivers varied across the schools. PD and support for all teachers, particularly in-school training, was becoming more personalised.

The most frequently available type of support available to third year teachers was support from a head of department or equivalent. Other frequently available forms of support were being observed and associated feedback, team work with experienced teachers and in-school programmes. However, third year teachers perceived that less PD and support was available to them than their senior leaders claimed was in place. More support was available to third year teachers in primary schools than secondary schools. In a few schools third year teachers had no access to external PD activities due to budgetary constraints.

Over their school career to date the PD activity that most third year teachers had participated in was in-school training. The next most frequently taken up types of PD were external short courses and in-school coaching, undertaken by just over half of the survey respondents. The take up of LA training was much higher in primary schools than secondary schools. Third year teachers engaged more often in collaborative activity and networking, within and beyond the school, to support their development, than they did in their NQT or second year of teaching. More teachers, particularly in secondary schools, were participating in leadership programmes and masters programmes in their third year than in their second year.

Uptake of PD and support depended on the interaction between school related factors and individual characteristics. Third year teachers identified encouragement, suggestions and information from senior and middle leaders to be the most important factors supporting the uptake of PD and support. The main barriers to uptake were funding, cover and time.

Individual teachers displayed different attitudes to engagement in PD and support that could broadly be described as active or passive. In some schools teachers who proactively sought out PD and support accessed more opportunities than teachers who did not. Approximately one fifth of the case study third year teachers were dissatisfied with the amount of PD and support available to them. However, the vast majority were positive about the quality and usefulness of the PD and support they had participated in. Senior leaders were more critical of quality and usefulness, particularly of LA and some other external courses.

Few schools had robust systems for measuring the impact of PD and support, but many pointed to links between third year teachers' engagement in PD and support and positive outcomes. The most frequently mentioned outcomes were changes in classroom practices and/or implementing new ideas and materials. There were also examples of changes in practice beyond the classroom and development in teachers' attitudes and attributes. About one third of the case study third year teachers made links between their engagement in PD and support and positive outcomes for their pupils.

## **Career development and retention**

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.

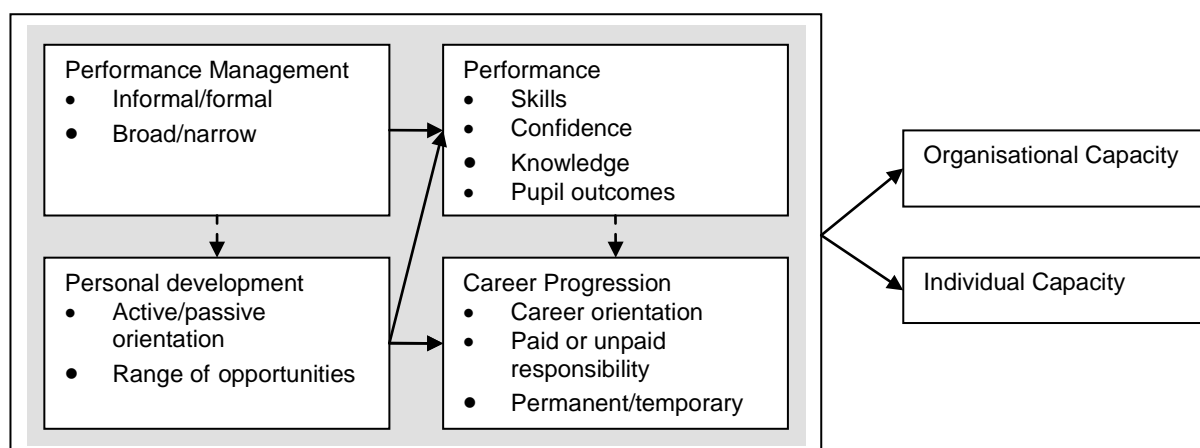
We examined patterns in relation to school deprivation as measured by entitlement to school meals, and found some patterns. In particular respondents in schools with more deprived catchments were much more likely to cite enjoyment, the headteacher, support, and team and colleague as being important factors 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.

## **Conclusions and implications**

For the majority of teachers, the third year of teaching marks the final key transition point in their early careers, from beginning teacher to experienced teacher. We have developed a framework, reproduced below, to indicate how the themes we examined for this report

link together and are both influenced by and can themselves influence the individual and organisational contexts within which third year teachers' work.



The concluding section of the report details the links between the boxes, and the relationships between them. A number of implications arise for schools and policy makers as follows:

### *Implications for schools*

- On performance management, schools should consider whether the approach they take - along the dimensions of having a narrow/broad focus or an informal/formal approach - best fits the school's needs.
- For third year teachers, their confidence, skills and attitudes are related to their previous experience in schools. Schools need, therefore to aim to provide high quality, consistent and continuing support during both the NQT year *and* the second year of teaching to maximise the performance of teachers in their third year.
- However, teachers clearly still differ in their needs. Therefore, schools should consider whether their approach fits the differing needs of their staff, particularly how to encourage active approaches to professional development, and providing an individualised response to these needs.
- In particular, early career teachers at this stage usually have some kind of responsibility, often for the first time, so schools need to pay particular attention to supporting them in managing this responsibility effectively.
- Schools should consider to what extent their school and departmental cultures foster positive approaches to professional development, career management and performance.
- Line manager and colleague support has a strong positive impact on early career teacher development, performance, and retention so schools need to create the conditions for this type of support to flourish.
- Schools should be aware of the differing career orientations and expectations of different staff, and identify to what extent they can meet these needs, in particular ensuring that the gender differences we uncovered do not disadvantage women in the work place - who are often part time workers - in particular.
- Schools should audit via needs analysis the key personal factors that are associated with performance such as personality, skills, aspirations, knowledge and circumstances, and aim to bridge gaps where found, professional development and support.

### *Implications for policy makers*

- Policy makers should utilise the change processes embodied in Figure 1 above to ensure that policy responses to issues therein - specifically performance of teachers, career progression, personal development and school and individual capacity - take into account the complex relationships between them.
- In particular, policy makers need to note the clear link between school and individual contexts on one hand and school processes and outcomes on the other. In other words, policy responses need to take into account context.
- The role of senior and middle leaders in providing support - including in some cases as mentors - to third year teachers is crucial to developing both school and individual capacity, so policy makers should take care to consider this in any development programmes or standards for such leaders.
- The cultural context - to what extent schools provide a supportive developmental environment for staff to flourish - is crucial to this development of capacity, so policy makers should pay particular attention to fostering such environments and reinforcing their importance in inspection and other policy levers.
- Quality, consistency and continuity of support over *both* of the previous years in teaching influence performance in the third year. Given that the third year of teaching is for most the key transition from beginning to experienced teacher, policy makers need to ensure adequate support and development opportunities are provided in the second year of teaching as well NQT year.

# 1. Introduction

## 1.1 Project overview

Sheffield Hallam University was commissioned by the Training and Development Agency for Schools (TDA) in 2007 to explore whether school leadership teams (SLTs) are able to recruit and retain enough quality Newly Qualified Teachers (NQTs). An NQT is a teacher in their induction year following the completion of their initial teacher training (ITT). The four year study aims to identify:-

- the factors that impact on recruitment and retention of NQTs;
- SLT needs in relation to high quality NQTs;
- how far NQTs meet these needs; their preparation for their role; their integration into schools and performance over time; how these are affected by the ITT route taken;
- how schools measure the performance and progress of NQTs.

The study utilises a longitudinal survey of around 700 school SLT members and NQTs in their schools (at the start of the project), and 50 cases studies in some of these schools. As the study progresses, the focus moves on to the second and third years of teaching, before returning to consider any changes in SLT and NQT views on the NQT year in the final stage. The study is divided into five parts as follows:

- Part 1: environment map - focus on ITT routes and NQT recruitment with some focus on NQT retention, induction, quality (March 2008)
- Part 2: The NQT year - focus [from case studies] on ITT route, recruitment, with more detail [including from survey] on induction, retention and quality (November 2008)
- Part 3: The second year of teaching - focus on perceived teacher quality/performance; professional development and support; career development; and progression from the NQT year/retention in second year [largely from case studies] (November 2009)
- Part 4: The third year in teaching - focus on progression from post-NQT year; performance; EPD; promotion (December 2010)
- Part 5: The NQT year revisited - focus on changes from Parts 1 and 2 in issues relating to ITT route, recruitment, retention, induction, and quality - potential link to the new Masters in Teaching and Learning qualification (March 2011)

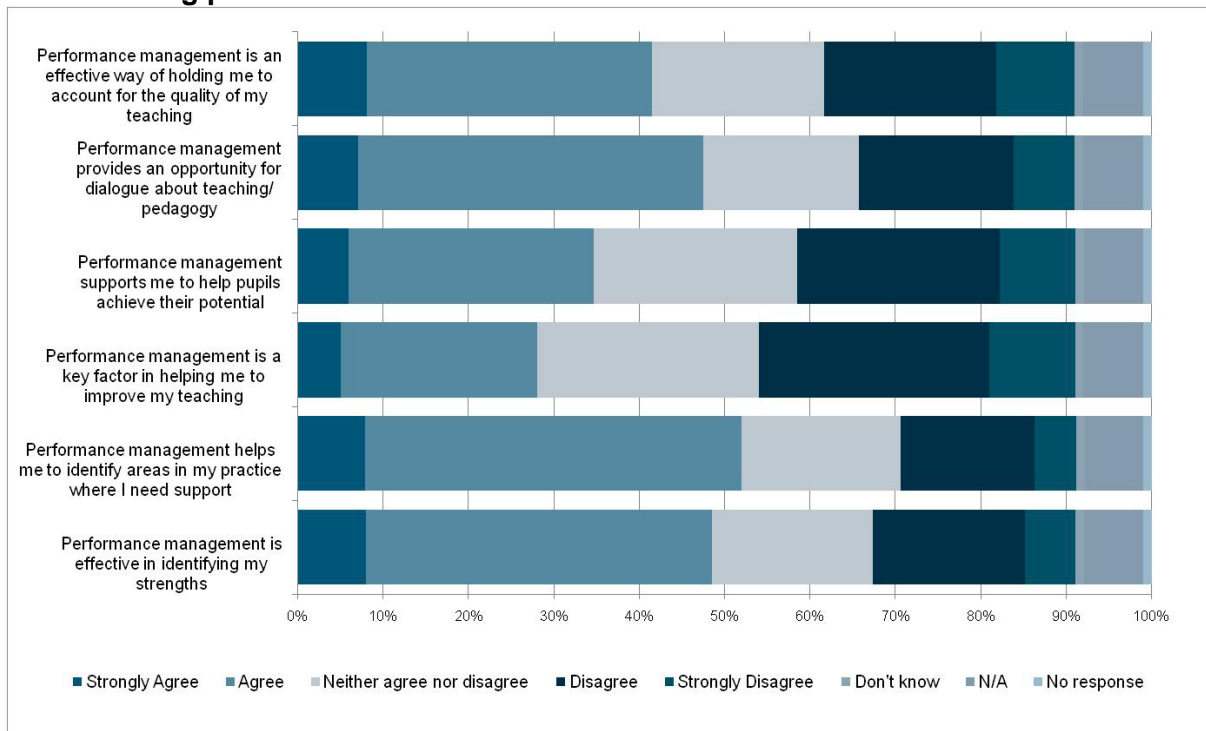
## 1.2 The third year of teaching: key issues emerging from previous research

Whilst there is a small body of research on the third year of teaching, much of it is contained within wider studies on the early years of teaching, with little work explicitly on the third year. The research also tends to be focussed on the teacher's experience, with comparatively little on the organisational perspective (which is of course the principal focus of this study). Nevertheless, it is possible to draw some findings of use from this work. We are particularly indebted here to a useful review of the 'post-induction years' (the 2<sup>nd</sup> to 4<sup>th</sup> year) of teaching conducted as part of the Becoming a Teacher (BaT) study (Ashby et al, 2008).

In relation to **teacher performance and quality**, the picture is largely of improved performance by the third year. Hammond and Cartwright (2003)<sup>1</sup> found from their small sample of third year teachers that most felt they had improved their teaching skills and confidence, with some feeling they had reached a plateau and needed further challenges. Those feeling most positive felt supported and had clear plans for the future. In their final report on the large BaT study of early career teachers, Hobson et al (2009) reported that 49% of third year teachers they surveyed rated themselves overall as very effective teachers and 50% rated themselves fairly effective, and their third year teacher case study participants tended to be positive about their work and future change and development. Hindrances to development into effective teachers were most commonly reported to be lack of support from colleagues (22% of third year teachers), workload (14%) and amount of administration/paperwork (10%). More broadly, Hobson et al (2009 p242) found that three "key mediating factors" were associated with the highest levels of perceived effectiveness of 1st-4th year teachers: feeling very well supported by colleagues (and for example mentors); having very good relationships with pupils; and having a manageable workload and healthy work-life balance. As we note below, several studies - in addition - noted a positive relationship between (particularly self-directed, collaborative) professional development and improved perceived performance (see in particular Moor et al, 2005; Hobson et al, 2009).

In relation to **performance management**, there is virtually nothing in the literature we surveyed specific to third year teachers. However, there is a useful section in the GTC annual survey of teachers (most recently Poet, Rudd and Kelly, 2010) on teacher views of PM in general. In this study, teachers overall tended to be split on the value of PM to their work, with - for example - around 28% agreeing that PM is a key factor in improving their teaching compared with 45% who disagreed. Figure 4.1 drawn from Poet, Rudd and Kelly (2010) p20 is reproduced below;

**Figure 1.1: Teacher views about performance management in relation to improving their teaching practice**



Poet, Rudd and Kelly found that those who had been teaching for less than five years tended to be more positive about PM.

<sup>1</sup> As reported in Ashby et al (2008)

**Professional Development and Support** is the richest area of research into the third year of teaching, as part of the wider body of work on early career teachers. Whilst not referring directly to third year teachers, Hustler et al (2003)<sup>2</sup> found that *younger* (not necessarily less experienced) teachers tended to have more positive attitudes to professional development, and tended to be proactive in seeking out development to suit their own needs, and for these teachers (and others except those at the end of their career) positive attitudes to CPD were linked to career development opportunities. Poet, Kelly and Rudd (2010 piii) did in fact find that both young *and* less experienced teachers were "more likely to take a positive view of professional development as a means for improving teaching". In an influential study on teacher professional learning, Kwakman<sup>3</sup> (2003) emphasised the importance of teachers' control of and construction of their own professional knowledge in context and collaboratively. Whilst Kwakman's study does not refer specifically to early career teachers, Day et al<sup>3</sup> (2006) did find that this applied particularly to early career teachers: "teachers who were at the beginning of their professional lives were the most positive about the time and opportunity they had for self-reflection and a sharing of practice with colleagues" (p127). Self-direction of professional development was the focus of a 2001-2004 DfES/GTCE pilot (Moor et al, 2005) which allowed second and third year teachers to use specific funding for their own development needs. 61% of participants felt that the development they chose impacted on their professional practice to a considerable degree, particularly on teaching practice and career development, as well as pupil learning, and contributing to the school more widely. These impacts were associated with increased confidence and contentment with their career choice as a teacher. The professional development undertaken was also seen to have broader outcomes for schools in a range of ways including taking on wider leadership roles, disseminating learning, influencing school-wide systems and processes and influencing others' attitudes to professional development. This study found that the most positive outcomes were associated with a set of key characteristics: teacher autonomy; school support; mentor support (less important in the third year) and LA support. The importance of personal relationships to support and development was emphasised also by Hobson et al (2009), who found that one of the most positive aspects of third and fourth year teachers' professional experiences related to support from colleagues. More broadly, 68% of third year teachers surveyed as part of this study found the support they received to be good or very good (although longitudinal analysis of the first four years of teaching revealed that overall ratings of the support received declined from the NQT year onwards). This support was received in the form of a mentor for some 20% of third year teachers, and those who did have a mentor were more likely to rate their support good or very good.

Turning finally and briefly to **career development and retention** as we note in relation to some studies above, positive attitudes to career as a teacher and therefore retention in the profession as a whole are associated with positive experiences of professional development (Moor et al, 2005; Hobson et al, 2009). Moor et al (2005 pvi) found that teachers engaged in the EPD pilot were significantly more likely to state they were likely to stay in teaching in five years time than a comparator sample (70% of the EPD sample compared with 59% of the comparator group). However, a range of studies cited in Ashby et al's (2008) review cite key factors in retention in the profession to be pupil behaviour and support for beginner teachers.

### 1.3 This report

Whilst the Part 1 report focussed on the quantitative 'environment map', mapping out issues in relation to ITT routes into the NQT year, the Part 2 mixed methods report

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<sup>2</sup> as reported in Ashby et al (2008)

<sup>3</sup> as reported in Ashby et al (2008)

focused in more depth on the NQT year experience and Part 3 report looked at the second year of teaching, Part 4 focuses on the third year of teaching.

At this point, our group of teachers have moved into their third year of teaching, and like our part 3 report our analysis focuses on the perceived quality/performance, professional development and support, and career development and retention of these teachers. In addition we have analysed the performance management (PM) processes in place in for the third year teachers. This report draws on both the survey and case studies. It provides an analysis of the issues for schools and the teachers themselves in these key areas, with a concluding attempt to examine inter-relationships between these areas.

Taken as a whole, the report aims to provide the first systematic examination of the third year of teaching in England, from the viewpoint of both third year teachers and the schools within which they work.

## 1.4 Timetable

The timetable for Part 4 is below.

**Table 1.1 Project Timetable**

<b>Month</b>	<b>Work undertaken</b>
<i>June 09 - September 09</i>	Telephone interviews, questionnaires designed and finalised.
<i>October 09 - January 10</i>	Part 4 questionnaires despatched, booster sample sent, responses monitored and survey closed.
<i>February 10 - April 10</i>	Part 4 contact list updated for case study visits, schedules developed and visits arranged.
<i>May 10 - June 10</i>	Part 4 case study visits.
<i>July 10 - September 10</i>	Part 4 case study write-up and collection from all interviewers; incentives sent analysis.
<i>October 10 - December 10</i>	Part 4 report writing, draft submitted and report finalised.

## 1.5 Methods

### 1.5.1 Case studies

In Part 1 of this project, respondents to the survey were asked if they would like to take part in the project further either via being a case study school or a telephone interview school for the duration of the project. Schools were selected to be part of the case studies or the telephone interviews but not both. The detail of their selection is included in the Part 2 report, but essentially out of the approximately 200 schools that said they would be prepared to take part; fifty were selected based on geographical location and type of school. In the first set of case study visits, reported in Part 2, 125 interviews were carried out (50 with SLs, 50 with NQTs and 25 with NQT mentors). In the second set of case study visits, reported in Part 3, 120 interviews were carried out in 49 schools (43 with SLs, 32 with mentors and 45 with teachers).

In May and June 2010, a third set of visits took place in 50 schools. These comprised interviews with a senior leader - usually with responsibility for the development of early career teachers, the third year teacher and their line manager. Since third year teachers no longer maintain a formal relationship with their NQT mentor we interviewed line managers rather than mentors as we had done in the first two visits. The tables below show further details of these schools.



**Table 1.2 Interviewees and school visits made**

	Primary	Secondary	Special	Independent
Teacher interviews	20	20	4	2
SLT interviews	20	22	4	2
Line manager interviews	5	19	2	2

**Table 1.3 School type**

	Primary	Secondary	Special	Independent
Number of schools	21	23	4	2

**Table 1.4 Ofsted Grades**

	Outstanding	Good	Satisfactory	Unassigned Ind schools
Number of schools	15	23	10	2

**Table 1.5 FSM**

	One	Two	Three	Four
Number of schools	12	12	13	13

1 = Low, 4 = High

**Table 1.6 Attainment**

	One	Two	Three	Unassigned (Special Schools)
Number of schools	15	14	17	4

1 = Below Average, 2 = Average, 3 = Above Average

**Table 1.7 Third year teacher by gender by type**

	Primary	Secondary	Special	Independent
Male	3	8	1	1
Female	17	12	3	1

Each case study school received £150 cash to cover staff time once the interviews had been completed.

The interview schedules (see Appendix 1) centred on questions that we have organised into the broad categories reported in Chapters 2, 3, 4 & 5 of this report as follows:

- *Performance management processes and pupil feedback* - This chapter refers to the performance management processes within schools, lesson observations and whether pupils have a role in giving feedback on teaching within school.
- *Performance and quality* - The chapter explores how performance is defined, how it is perceived to have developed and changed since the NQT year, the individual and school related factors that positively impact on the performance, the role of lesson observation in developing the performance, and the impact of initial teacher training (ITT) route.
- *Professional development and support* - This chapter presents findings on school strategies for PD and support, the availability and take up of different types of PD and support, factors affecting take-up, the quality and usefulness of PD and support and the impact it has on teacher and pupil outcomes.

- *Career development and retention* - This chapter presents findings concerning third year teachers' career development, and issues in relation to retention and intentions to move school.

### 1.5.2 Case study analysis

We started the process by conducting a pre-analysis, reading through the data quickly to establish the broad thematic areas that informed the report's broad section headings. We initially identified several areas, but eventually settled on five: performance management processes and pupil feedback, quality and performance, support and professional development and career development, and retention. The data from each school visit was then split into these broad areas using Nvivo 8 and coded into the relevant areas. Data consisted of background data on each school and interviewee and data on the area in question (e.g. retention) separately for third year teachers, SLs and line managers, organised by school type (primary, secondary, independent and special) and other demographic data such as size of the school, FSM and attainment.

Each broad area was assigned to a member of the analysis team, who used then used Nvivo to conduct a thematic analysis of the area in question, which produced the chapters on findings in the main body of this report.

### 1.5.3 Survey data

The survey data reported here is mostly data on progression from the third year of teaching, and was gathered during Winter 2009/10. Details of the data gathering process are contained in the Part 2 report. A hard copy questionnaire was posted to all respondents from the Part 3 survey with a link on the front of the questionnaire giving the option to complete the survey online. In addition a hard copy survey was posted out to all schools and SLs were asked to distribute this to their third year teachers again with the option to complete the survey online. In total, 500 SLTs and 306 second year teachers responded to the survey. Survey responses for SLTs and third year teachers are broken down below.

**Table 1.8 Responses from Part 4 survey: SLTs**

Paper	Online	Total returns	Total sample	Response rate
281	219	500	834	60%

**Table 1.9 Type of School: SLT Survey Respondents**

Type	Total n	Total %
Primary	325	65
Secondary	136	27
Independent	26	5
Special	13	3
<b>Total</b>	<b>500</b>	<b>100</b>

**Table 1.10 Type of School - Third Year Teacher Survey Respondents**

Type	Total n	Total %
Secondary	133	45
Primary	156	52
Special	4	1
Independent	5	2
<b>Total</b>	<b>298</b>	<b>100</b>

**Table 1.11 Gender breakdowns- Third Year Teacher Survey Respondents**

Type	Male (%)	Female (%)
Primary	15	85
Secondary	34	66

The questionnaire was divided into four sections. The first section gathered information about the school, about the third year teachers in the school and the routes from which they came. The second section asked questions around the support for teachers in their third year of teaching. The third section gathered information on early professional development and the fourth section on progress and performance.

#### 1.5.4 Survey analysis

Initially overall frequencies were produced for all questions. Following this, responses were broken down by the following factors;

- School type (i.e. primary, secondary, independent, special)
- Free school meals quartiles
- Gender

Chi-square tests were<sup>4</sup> used to establish whether there were any significant differences in findings by these factors. Where significant differences were found Cramer's V<sup>5</sup> was used as a comparative measure for effect size.

For further details on the quantitative sample and analysis please see the Part 3 report available online at <http://www.ngtstudy.info> .

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<sup>4</sup> **Chi-square tests of association** are used to assess whether two variables can be regarded as statistically independent of one another. For example, retention (y/n) and gender (m/f); here the test would be examining whether retention rates could be regarded as consistent/similar for males and females. If this was found to be the case, it would be concluded that retention is independent of gender. Alternatively, notably higher retention rates might be seen for one gender compared with another which would lead to the conclusion that retention is not independent of gender or that retention rates depend (to some extent) on gender or that retention rates and gender are associated. The chi-square test of association is a statistical technique that helps to assess this. The test takes account of the (random) sample size and the size of the contingency table whilst comparing the actual (observed) responses across the table with what would be expected if the two variables were completely independent. This process is used to calculate a test statistic that is then compared to the appropriate theoretical chi-square distribution (determined by the tables dimensions; 2 by 3; 3 by 4 etc.). If this test statistic is large enough to conclude that it is unlikely to be created through chance / randomness a 'statistically significant' association is concluded. Commonly this is when the probability value (p-value) is less than 5% (or 0.05); i.e. the probability that a test statistic this size being created randomly is found to be 5% or less. The approach adopted is mirrored across many tests of statistical significance; to first assume no association (or difference) and that any differences seen across the contingency table can be accounted for by random variation (the null hypothesis) and then to form an alternative position (statistically significant association) if this initial assumption is found to be unlikely (i.e. having a probability of 0.05 or lower).

<sup>5</sup> **Cramer's V** is used to determine the strength of association or dependency between two nominal variables after significance has been ascertained using chi-square tests. It is calculated directly from the chi-square statistic. Cramer's V has a value between 0 and 1. Values close to 0 show little association, values close to 1 show strong association. It has particular utility for comparing the relative strength of the associations of different variables with a key outcome such as the uptake of professional development.

## 2. Performance Management Processes and Pupil Feedback

### Chapter Summary

- In this chapter, we examine senior leader, line manager and third year teacher views on the performance management procedures within their school, including specific processes, how performance is measured over time and whether performance management is useful to third year teachers. We then examine lesson observations that take place within the 50 case study schools and the processes involved in this. Finally, we look at whether pupils are given a chance to feedback on performance.
- The majority of schools in our case study sample follow a standard performance management process which includes a meeting at the beginning of the year to review and set targets, lesson observations and mid year reviews. Overall, primary schools follow a standard process in line with regulations which tends to be informal, whereas secondary schools tend to adopt a more formal and structured approach. In some secondary schools, the processes are closely linked with quality assurance and CPD. One independent school followed the standard process and the other did not have a process at all. All four special schools in our sample followed a process similar to primary schools.
- Our survey data showed that both senior leaders and third year teachers felt that progression is measured over time via performance management; this was consistent with our case study findings. Our case study data also showed that primary schools were more likely to use pupil progress meetings as a way of measuring performance and secondary schools more likely to use results and data tracking. Both independent schools in our sample indicated that they did not measure performance over time.
- Thirty one third year teachers commented on the usefulness of performance management. Of those, around one third did not find it useful and almost half of these preferred the informal support from within their department rather than the performance management process itself. The remaining two thirds highlighted that they did find the process useful especially target setting, observations and the opportunity to reflect on their practice.
- Primary schools were more likely to carry out three lesson observations per year and secondary one or two observations per year as part of performance management. As might be expected, headteachers and deputy head teachers carry out observations in primary schools, whereas line managers and heads of departments do so in secondary schools. Primary schools indicated that they are more likely to carry out additional informal observations and secondary schools additional formal observations. The majority of schools used an Ofsted style grading structure when giving feedback.
- In terms of pupil feedback, primary schools tended to use a formal process including pupil questionnaires and surveys; eight primary schools indicated that they did not get pupil feedback at all. Secondary schools also used formal methods to obtain pupil feedback via questionnaires and the pupil council; however, they were more likely to use informal methods such as feedback in lessons. Seven secondary schools did not use pupil feedback as a way of measuring performance.

## 2.1 Performance Management Processes - Case study and survey findings

### 2.1.1 Processes - Case study findings

Our qualitative data indicated that almost all of the case study schools followed a standard performance management procedure for all staff once they had completed their NQT induction year. The procedure highlighted by schools was broadly in line with the statutory framework for performance management which states that the performance management cycle should include a planning and review meeting which includes a review of the last cycle and preparation for the next cycle, objective/target setting which are closely linked with school priorities, classroom observations (maximum 3 hours per cycle), mid year reviews and a review of training and development needs (The Education (School Teacher Performance Management) (England) Regulations 2006).

Overall, sixteen primary senior leaders, five primary line managers and sixteen primary third year teachers commented on how performance management was undertaken in their school with all of them sharing essentially the same procedures. One senior leader told us how the process worked in her school:

"There is a good structure in place which is getting developed; there is a standard performance management structure for all staff apart from NQTs. Performance management includes each member of staff being assigned their own performance management reviewer, a meeting early in the autumn term to look at school and individual priorities, target setting, observations and a performance management review at the end. The school is keen to make sure the performance management is a supportive process that is a two way process and not something that is just done to them." (ID33 primary SL)

Although almost all of the primary schools followed the same standard procedure, one senior leader highlighted that within their school performance management was more of an informal process, stating that "measurement is generally informal as this is a very small school and staff are in and out of each others' classroom" (ID38 primary SL). In contrast to what the senior leaders said about performance management procedures in their school, one primary third year teacher (ID21) commented on how they were unsure about performance management procedures within their school and another primary third year teacher commented that "in my second and third year performance management has been non existent" (ID34 primary third year teacher).

Consistent with the findings from primary schools in the study, all secondary school senior leaders, fourteen third year teachers and fourteen line managers stated that they follow a standard performance management process within school as outlined above. This indicates that performance management is happening in both primary and secondary schools; however, in primary schools there tends to be more of an informal approach and in secondary schools formal procedures and structures are more commonly used. For example, four secondary senior leaders and one secondary line manager commented on how performance management was closely linked with identifying professional development needs. One senior leader stated:

"Performance management reviews are not only seen by the teacher, line manager and headteacher but there is also a page of professional development needs which goes to the deputy head and CPD opportunities are addressed via this and the school training programme and staff can use this to track CPD programme effectiveness." (ID28 secondary SL)

Two senior leaders stated that:

"Professional development needs arise from the performance management process and the targets that are put in place, workshops and INSET days are usually developed from this." (ID30 secondary SL)

"Training needs are identified and then the information goes to someone who manages professional development or that particular area to ensure that everyone gets the training they need, staff also use one of their training days to support their performance management in addition to other training days they get. The school does this because mainly we see it as being a fundamental part of the process and is at the heart of everything." (ID9 secondary SL)

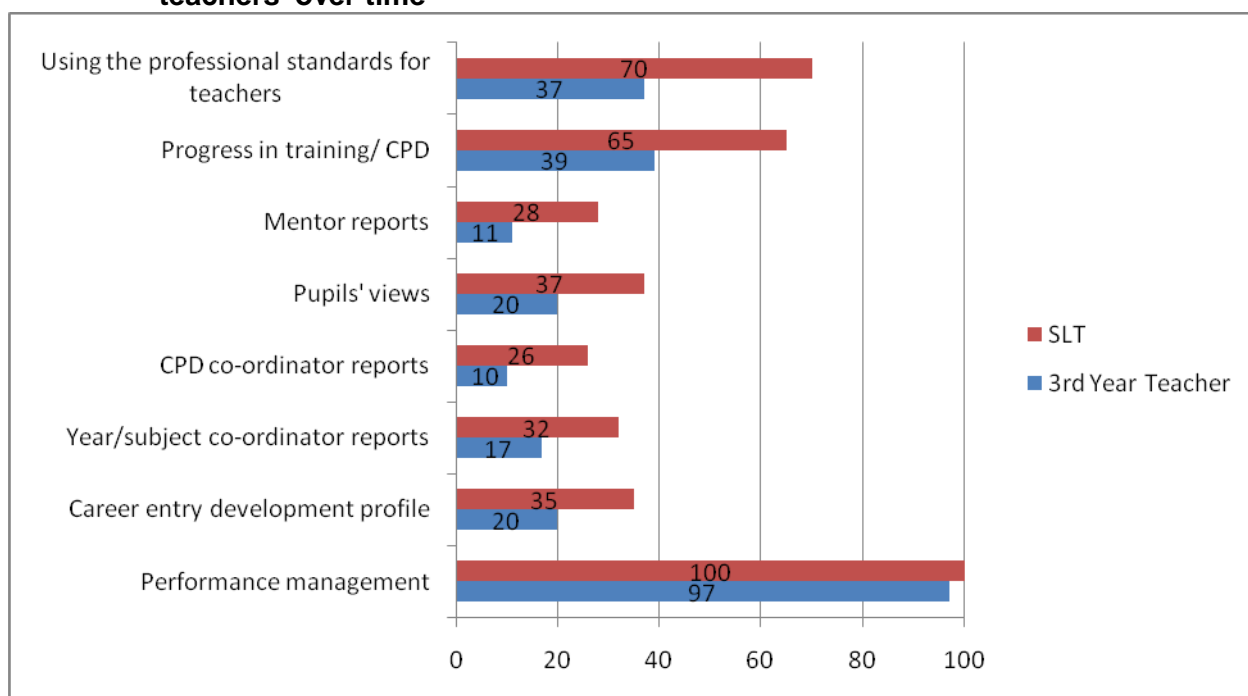
Two secondary senior leaders and one secondary line manager stated that in addition to their school following a standard performance management process the school also follows a quality assurance process that forms part of the performance management process. For example one secondary line manager stated that "quality assurance is part of performance management and quality assurance involves being observed termly as well as being observed for performance management" (ID45 secondary LM). Similarly, another secondary senior leader commented that "the school has a big focus on quality assurance which is rigorous here and all members of staff are equipped to chart and monitor progression each term" (ID26 secondary SL). Interestingly, the six secondary schools that highlighted that their school followed additional procedures alongside performance management all have specialist designations, good or outstanding Ofsted grades and above average attainment.

The two independent schools included in our sample commented on performance management in their school. One independent school followed the same process as the primary and secondary schools, except their performance management cycle was two-yearly rather than yearly. Another independent school did not have a performance management process in their school at all. One third year teacher commented that "the school doesn't do much or have anything and I think it has been left out but maybe next year they might introduce it" (ID31 independent third year teacher). The four special schools in our case study sample all followed similar standard performance management processes to primary and secondary schools.

### **2.1.2 How performance management is measured over time - Survey findings**

Senior leaders and third year teachers were asked how their school measures performance and progression over time. Both senior leaders and third year teachers indicated that performance and progression were measured over time via performance management (Figure 2.1 below). However, there seemed to be a disparity between senior leader responses and third year teacher responses. For example, 70% of senior leaders felt that their school measured performance and progression over time via using the specific professional standards for teachers compared with only 37% of third year teachers. In addition, 65% of senior leaders indicated that they used progress in training/CPD as a measure compared with 39% of third year teachers (Figure 2.1). Both senior leaders and third year teachers indicated that CPD co-ordinator reports were the least likely to be used as a performance and progression measure (26% and 10% respectively).

**Figure 2.1: How schools measure the performance and progression of third year teachers' over time**



Interestingly when senior leader responses were broken down by school type, there was a significant association between school type and year/subject co-ordinator reports as primary schools (37%) are more likely to use these as a measurement compared with secondary (22%), independent (28%) and special (15%) schools (Table 2.1 below). As might be expected there is also a significant association between school type and pupil views and between school type and using the professional standards. Overall, 44% of secondary senior leaders stated that they use pupil views as a way of measuring performance and progression compared with 20% of special schools and independent schools were least likely to use the professional standards of teachers compared with other school types (Table 2.1).

**Table 2.1 How schools measure performance and progression of third year teachers over time by school type (senior leader responses)**

	Pri %	Sec %	Ind %	Spec %	Significance	Effect size (Cramers)
Performance management	100	100	96	100		
Mentor reports	29	24	36	23		
Year/subject co-ordinator reports	37	22	28	15	p<0.05	0.15
Pupils' views	35	44	20	23	p<0.05	0.13
CPD co-ordinator reports	29	23	12	15		
Progress in training/ CPD	63	69	52	77		
Using the professional standards of	73	72	24	62	p<0.01	0.23
Career entry development profile	35	34	28	31		
<b>Total n (for each set of criteria)</b>	<b>323</b>	<b>134</b>	<b>25</b>	<b>13</b>		

Senior leader responses indicated that schools in the least deprived areas were less likely to use progress in training/CPD and the professional standards for teachers as a way of measuring the performance and progression of third year teachers over time (Table 2.2). However, third year teacher responses indicated that schools in the least deprived areas

were more likely to use progress in training and CPD as a way of measuring performance and progression over time (Table 2.3 below).

**Table 2.2 How schools measure performance and progression of third year teachers over time by free school meal quartile (senior leader responses)**

	Least deprived %	Lower middle %	Upper middle %	Most deprived %	Significance	Effect size (Cramers V)
Performance management	99	100	100	100		
Mentor reports	27	28	23	30		
Year/subject co-ordinator reports	29	29	34	36		
Pupils' views	39	38	33	37		
CPD co-ordinator reports	27	28	28	23		
Progress in training/ CPD	53	71	68	67	p<0.05	0.14
Using the professional standards for teachers	58	78	70	72	p<0.05	0.16
Career entry development profile	27	36	31	42		
<b>Total n (for each set of criteria)</b>	<b>119</b>	<b>120</b>	<b>120</b>	<b>119</b>		

**Table 2.3 How schools measure performance and progression of third year teachers over time by free school meal quartile (third year teacher responses)**

	Least deprived %	Lower middle %	Upper middle %	Most deprived %	Significance	Effect size (Cramers V)
Performance management	93	99	100	96		
Mentor reports	13	10	15	7		
Year/subject co-ordinator reports	19	24	17	11		
Pupils' views	18	23	21	22		
CPD co-ordinator reports	9	3	14	14		
Progress in training	49	27	42	38	p<0.05	0.17
Using the professional standards of teachers	41	37	35	36		
Career entry development profile	21	21	20	21		
<b>Total n (for each set of criteria)</b>	<b>68</b>	<b>71</b>	<b>71</b>	<b>72</b>		

### 2.1.3 How performance management is measured over time - Case study findings

The 50 case study schools in our sample were asked slightly different questions in relation to the measurement of performance and progression over time. Third year teachers were asked an open question on how they perceive that the school measures their performance over time and line managers and senior leaders were asked how they actually measured the performance of teachers over time. The responses given were not directly comparable with the survey findings outlined above.

Consistent with the survey data, case study senior leaders, line managers and third year teachers all stated that performance management within their school is a way of measuring performance and progression over time. However, there were some differences between school type and role (Table 2.4). Pupil progress meetings as a way of



measuring performance and progression were only mentioned by primary interviewees; one primary senior leader stated how this worked:

"Performance and progress is also monitored through meetings with the head to look at pupil progress which are termed pupil progress meetings which gives us a chance to review what is going on and how things are going." (ID10 primary SL)

Ten secondary senior leaders/line managers and five secondary third year teachers highlighted that results and data tracking was the main way their school measures performance and progression with one third year teacher stating that "measurement of my performance is largely based on results because the school is so focussed on Ofsted and basically driven by data" (ID11 secondary third year teacher). Both independent schools in the case study sample indicated that their schools do not measure performance and progression over time with one senior leader stating that "there is no sense of measuring performance in our school not even with lesson observations" (ID3 independent SL). In this particular school, although they did follow a 2 yearly performance management process which includes observations and regular meetings with all staff, the senior leader did not feel that performance could be measured over time. This particular independent school, places a heavy emphasis on pastoral care and extra curricular activities which forms part of the performance management review.

**Table 2.4 Measurement of performance and progression by school type and role**

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
Via PM including observations and targets	10	7	12	2	0	0	3	4
Results including data tracking	7	2	10	5	0	0	2	1
Pupil progress meetings	6	1	0	0	0	0	0	0
Not measured / unsure	0	1	0	1	2	0	0	0
Total	23	11	22	8	2	0	5	5

### 2.1.4 Usefulness of performance management - Case study findings

Third year teachers were asked whether performance management in their school had been useful in helping them improve their performance. Overall, there was a range of responses given. Although not all of the third year teachers interviewed answered this question, overall 31 third year teachers commented on the usefulness of performance management. Comments made on the usefulness of performance management broadly fit into four categories and Table 2.5 illustrates these by school type.

**Table 2.5 Usefulness of performance management by school type (third year teachers)**

	Primary	Secondary	Independent	Special	Total
Not useful	3	6	2	0	11
Useful - Reflection	0	2	0	0	2
Useful - Targets	7	4	0	1	12
Useful - Observations	3	3	0	0	6
Total	13	15	2	1	31

In total, eleven third year teachers felt that performance management was not useful in helping them improve their performance. Of the six secondary third year teacher comments, four stated that they did not find the formal process of performance

management very useful and they found that the informal support from within their department was more useful. One third year teacher gave an example of this:

"Performance management is not massively important to me, I can see why they do it in schools and why it is done but I feel that it's the informal support from within my department that has helped me the most and moved me on." (ID24 secondary third year teacher)

Another third year teacher stated that:

"If I had to put a number to how useful the formal performance management procedure has been I would say three out of ten...what has been really useful to me is the informal feedback I get in the classroom and from colleagues." (ID20 secondary third year teacher)

Two third year teachers felt that the target setting was not very useful. For example one third year teacher felt that "setting targets too early in the year is not very helpful as throughout the first term you forget what you have set and it all basically goes to the back of your mind" (ID26 secondary third year teacher). Another stated that "in some ways setting targets is a bit of a pain...you don't have time to have it on your mind all the time probably like it should be and sometimes I just put things down for the sake of putting something down" (ID22 secondary third year teacher).

Three primary school third year teachers stated that they do not find performance management useful. One stated that "performance management doesn't help that much...it feels to me to be more about ticking boxes than anything else" (ID48 primary third year teacher); another stated that "performance management is just all about paperwork" (ID42 primary third year teacher). The final comment was related to process with one primary teacher stating that "performance management has not been specific enough for me to link the process to improvement" (ID29 primary third year teacher). One third year teacher mentioned that overall performance management was very useful but stated that "targets are sometimes not so useful in that sometimes they are mentioned and then forgotten about" (ID17 primary third year teacher).

Although there were negative comments made, overall the majority of third year teacher responses to this question were positive. Two secondary third year teachers felt that performance management had helped them in reflecting on their own performance as a teacher. One gave an example of this:

"Now I am more reflective, I now take a more prominent role in terms of direction and performance management targets...now I can see how it fits in with whole school issues...it's a real eye opener and I can see what an impact I can have on the whole school." (ID44 secondary third year teacher)

Other aspects of performance management that third year teachers found useful were setting targets and lesson observations. Primary third year teachers commented on how they found both of these aspects useful. One primary third year teacher stated that:

"Realistic targets are useful and very constructive and you do feel like you improve as well...observations are useful if the observer focuses on how the teacher operates in class." (ID2 primary third year teacher)

Other comments by third year teachers included "I love building evidence and setting targets" (ID16 secondary third year teacher), "the targets set have helped me improve my performance and teaching and this gives me some drive and direction" (ID4 special third year teacher), and "I like to have the targets set for me at the beginning of the year so I can develop my work and teaching" (ID42 primary third year teacher).

## 2.2 Lesson Observations - Case study findings

Senior leaders, line managers and third year teachers were all asked a range of questions on lesson observations. The following questions were asked:-

1. how often teachers are observed;
2. by whom;
3. whether observations are part of performance management or additional;
4. how observations are graded;
5. whether observations are formal or informal.

The first part of this section covers the observation process and the second part the grading structure used.

### 2.2.1 Observation process - Case study findings

Table 2.6 below indicates that there is a slight variation according to school type in the number of lesson observations carried out per year. In total three primary schools indicated that third year teachers were observed once per year: all of these schools are graded 'good' by Ofsted and all have average attainment and low or average number of pupils eligible for free school meals. One primary school stated that two observations were carried out per year; this particular school also has been graded as 'good' by Ofsted but unlike the schools above has below average attainment and high levels of pupils eligible for free school meals. Nine primary schools indicated that they conducted three observations per year; all of these had received a 'satisfactory' grade from Ofsted and five had a high number of pupils on free school meals.

**Table 2.6 Number of observations per year by school type and role**

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
One	2	1	7	5	0	0	0	0
Two	1	0	4	3	0	0	1	1
Three	6	9	6	2	1	0	1	3
Four +	0	0	0	1	0	0	0	0
No set amount	0	0	1	0	0	0	0	0

Secondary school responses indicated that they were more likely to carry out one or two observations per year rather than the three which tends to be the norm for primary schools. However, one secondary school indicated that they carried out observations five times over the school year. There were no variations by secondary responses in relation to Ofsted grades, attainment or FSM. Only one independent school third year teacher responded to this question, stating that they had three observations per year. Of the four special schools in the sample, three carried out three observations per year and one two per year.

There were some variations between school type in relation to the members of staff who carry out lesson observations in school. As might be expected observations in primary schools tend to be carried out by the head or deputy head teacher and in secondary schools by individual line managers and heads of departments. Interestingly, primary

school senior leaders also indicated that other members of staff such as LA advisers and members of the governing body carry out lesson observations (Table 2.7 below).

**Table 2.7 Member of staff who observes by school type and role**

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
Head or deputy head	4	4	0	1	0	0	0	2
Governing body	1	0	0	0	0	0	0	0
Phase group leader	1	0	0	0	0	0	0	0
LA advisers	1	1	0	0	0	0	0	0
Line manager / head of department	0	1	5	9	0	0	1	0

In all cases where the school has a performance management procedure, at least one of the observations undertaken forms part of the performance management process and this observation tends to be formal. However, in some schools additional formal or informal observations are undertaken which are additional to performance management.

**Table 2.8 Type of observation by school type and role**

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
Part of PM	8	9	27	15	0	1	1	0
Additional to PM - Formal	0	2	10	2	0	0	0	0
Additional to PM - Informal	5	5	5	6	1	1	2	0

Overall, the majority of responses indicated that the majority of observations were carried out formally as part of performance management, although not all schools responded to the questions relating to this. Table 2.8 above shows that primary schools were more likely to carry out additional informal observations, in total five senior leaders and five third year teachers indicated this. The data suggested that informal observations included "drop in observations" (ID2 primary SL). Secondary schools were more likely to carry out additional formal observations; in total ten senior leaders / line managers gave examples of when and how this might happen. For example one line manager stated that "I observe lessons once as part of performance management and in addition each department undertakes their own formal observations" (ID16 secondary LM). Another secondary senior leader stated that additional observations were part of "quality assurance" (ID26). One third year teacher stated that:

"I have been subjected to a range of observations including one for performance management, termly departmental ones, observations related to my AfL (Assessment for Learning) role and observations by the departments' NQTs." (ID28 secondary third year teacher)

### 2.2.2 Grading structure - Case study findings

Not all of the case study schools gave details on their observation grading structure. Of those that did, the majority used the Ofsted gradings i.e. "outstanding", "good" or "satisfactory". In total five primary senior leaders/line managers and eleven primary third year teachers indicated that they received an Ofsted grade and written feedback. Five primary third year teachers stated that their observations were not graded but they were given verbal and written feedback.

Overall, nine secondary senior leaders/line managers and seventeen third year teachers stated that their observations followed the Ofsted style format. One secondary senior leader and one secondary third year teacher stated that their observations were not graded. Interestingly, two secondary senior leaders stated that they do give grades for their lesson observations but the grades given are a variation of the Ofsted format. For example one senior leader stated:

"The school devised its own grading scheme for lesson observations, using the terms effective, good and excellent which is a variation on the Ofsted scheme but staff more readily own this version." (ID30 secondary SL)

The other secondary senior leader gave an example of how the grading structure works in their school:

"The formal observations are graded and allocated categories, although the school has had long conversations about which names and categories to use, so instead of using the Ofsted grades such as satisfactory we use the word sound." (ID47 secondary SL)

Two independent school responses were given with one third year teacher stating that their observations are not graded and the other stating that they are not graded because they are not observed. All four special schools in the sample use Ofsted style graded and written feedback when carrying out observations.

### 2.3 Pupil Feedback - Case study findings

Senior leaders, line managers and third year teachers were all asked what role pupils have in giving feedback on teaching. Analysis of the responses can be broadly divided into three categories: formal feedback including questionnaires, pupil council and interviews; informal feedback through discussion or through observed engagement in class and no pupil feedback at all. Table 2.8 below shows responses by school type and role.

**Table 2.9 Pupil feedback by school type and role**

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
Formal feedback	15	6	22	5	1	1	1	1
Informal feedback	1	3	6	4	1	1	2	2
No pupil feedback	8	6	7	7	0	0	2	2

Fifteen primary senior leaders/line managers and six primary third year teachers stated that pupils gave feedback formally. Of these the most common way of obtaining formal feedback was via a pupil questionnaire/survey (five senior leaders, two line managers and two third year teachers all indicated this). Informal feedback was less commonly used in primary schools with one senior leader and three third year teachers indicating that they do this. One third year teacher believed that "pupil feedback is done informally and can be seen via their engagement in class" (ID34 primary third year teacher). In total eight senior leaders/line managers and six third year teachers indicated that there was no pupil feedback within their school.

Formal pupil feedback was most common in secondary schools with twenty two senior leaders/line managers and five third year teachers indicating that there was a formal feedback mechanism in place. As with primary schools pupil questionnaires were a popular choice for obtaining feedback (nine senior leaders/line managers and four third

year teachers) as well as secondary school senior leaders/line managers using a student council as a way of obtaining feedback (nine senior leaders/line managers and one third year teacher). One senior leader stated that:

"In the past the school has tried a number of ways of getting pupil feedback. Currently there is a student voice and as part of this we do a QA and every half term we get each year group around the table and we want to know teacher strengths and weaknesses and the kids will be very honest about what goes on in lessons and what is effective and what isn't effective and what they would like to see change, this process is the same for all teaching staff in the school."  
(ID26 secondary SL)

Secondary schools were also more likely to use informal ways of obtaining pupil feedback. Six senior leaders/line managers indicated that feedback is informal via instant feedback straight after lessons and one line manager felt that feedback is via pupil enjoyment stating that "there is no formal mechanism for pupils to feedback, however I think feedback is when you can see whether pupils are enjoying the lessons or not" (ID5 secondary LM). Seven senior leaders/line managers and seven third year teachers stated that there was no pupil feedback within their school. However there was evidence to suggest that although some secondary schools do not obtain feedback it is something they would like to do. One senior leader gave an example of this:

"Students always interview candidates for jobs and after that they tend to evaluate assemblies and sports days but not individual classes yet, but this is something we are moving more towards and working on. The school wants to ensure that students have the vocabulary to give staff constructive feedback and this is something that is being looked into." (ID32 secondary SL)

Of the two independent schools in the case study sample, one school used a formal system for pupil feedback and the other an informal system. One senior leader and a third year teacher from the same school stated that pupil feedback in their school is via a one to one interview with the pupils every term:

"All girls in the school have a one to one interview with the head or deputy head every term and this is an opportunity for them to feedback and say if there are any problems. This process is the same for all teachers and pupils in the school and feedback is given to staff where appropriate." (ID31 independent third year teacher)

In contrast the other independent school indicated that within their school pupil feedback was informal with one third year teacher stating that "pupils tell me what they think of me and other members of staff but this is very informal and there is no formal process for feedback being obtained from students in the school" (ID3 independent third year teacher).

## 3. Performance and quality

### Chapter summary

- This section is about the factors that positively impact on the performance, and thus quality, of third year teachers. These factors are defined in terms of a) qualities of the individual third year teacher and b) the organisation and management of the school. Personal development and the support schools offer can be identified by senior leaders and line managers but the third year teacher 'putting her/his head above the parapet' is valued by SLs as an indicator of ambition. In terms of individual performance the ability to manage the work/life balance and willingness to learn both informally (from colleagues) and formally through CPD are essential for progression. Senior leaders and line managers believe they have the capacity to develop third year teachers and see it is a key part of their role to develop their own staff.
- The section uses the views of senior leaders, third year teachers and their line managers to explore how performance is defined, how it is perceived to have developed and changed since the NQT year. It also explores the role of lesson observation in developing the performance of third year teachers, particularly in relation to the strengths and areas for development identified in lesson observation feedback. The section also examines evidence of a residual impact from the initial teacher education (ITE) route that third year teachers came through and concludes that such residual impact continues to decline over time compared with individual factors such as the personality of the third year teacher factors in the school organisation including the support and opportunities context.
- Clearly the successful progression of third year teachers from the NQT year is dependent on a combination of individual and school factors. Expectations of third year teachers differ between secondary schools on the one hand and primary and special schools on the other. In primary and secondary schools additional responsibility is anticipated at an earlier stage and this is reflected in the expectations of line and senior managers. The key individual factors leading to enhanced performance among third year teachers are:
  1. Personal characteristics - this is usually identified within the first two years of a teacher's career and can have an impact on how individual teachers develop. This is usually associated with enhanced confidence as teachers become more experienced in the classroom and the wider school environment
  2. Skills - third year teachers are expected to have developed classroom management, curricular and pedagogic assessment skills - reflectiveness, relationships with colleagues and pupils, time management
  3. Aspirations/motivation - drive, ambition, empathy and rapport with pupils
  4. Knowledge/understanding - third year teachers are expected to have a good understanding of assessment systems and wider school policies and contexts
  5. Personal circumstances - relationship issues including the need to move because of partners' work commitments, taking time out from careers to have children etc can all impact on the progress of third year teachers.

- Interrelating with these individual factors are those relating to the organisation of the school, specifically the degree to which senior leaders are able and willing to support teachers through the provision of training and CPD opportunities, internal promotions and responsibility points. The provision of opportunities to progress careers is a contingent function allied to the context of the school and individual performance, but equally important is the organisational context. Senior leaders and line managers believe they have the capacity to develop third year teachers and see it is a key part of their role to develop their own staff.
- Our Part 3 Report *The Second Year of Teaching* found 'individual characteristics were found to contribute more to the variation in perceived quality and performance than ITE route, and this tendency becomes stronger as teachers progress in their careers' (Report 3, p.19). Not surprisingly this perception is also evident among interviewees in relation to teachers in their third year of teaching who report that any residual impact continues to decline over time in relation to factors such as the personality of the third year teacher and the school organisation including the support and opportunities context.

### 3.1 Factors affecting performance - Case study and survey findings

The factors that affect positively performance can be sub-divided into those that relate to the individual third year teacher and those that relate the way the school is organised and managed by senior leaders and line managers. Where there is variation by school sector (primary, secondary etc) or by role (senior leader, line manager, third year teacher) these will be highlighted in the text. Whilst the majority of the data here derives from our case study interviews, the issue are also discussed in relation to the Part 4 survey in a separate section. Our findings are also augmented by reference to the research literature where appropriate. Hammond and Cartwright (2003)<sup>6</sup> found from their small sample of third year teachers most felt they had improved their teaching skills and confidence, with some feeling they had reached a plateau and needed further challenges. Those feeling most positive felt supported and had clear plans for the future. In their final report on the large BaT study of early career teachers, Hobson et al (2009) reported that 49% of third year teachers they surveyed rated themselves overall as very effective teachers and 50% rated themselves fairly effective, and their third year teacher case study participants tended to be positive about their work and future change and development.

Conversely, hindrances to development into effective teachers were most commonly reported to be lack of support from colleagues (22% of third year teachers), workload (14%) and amount of administration/paperwork (10%). More broadly, Hobson et al (2009 p242) found that three "key mediating factors" were associated with the highest levels of perceived effectiveness of 1st-4th year teachers: feeling very well supported by colleagues (and for example mentors); having very good relationships with pupils; and having a manageable workload and healthy work-life balance. As we note below, several studies - in addition - noted a positive relationship between (particularly self-directed, collaborative) professional development and improved perceived performance (see in particular Moor et al, 2005; Hobson et al, 2009) and much of our research supports these findings.

#### 3.1.1 Individual factors - Case study findings

##### *Primary schools*

Among factors said to positively affect the performance of third year teachers', enhanced confidence and experience were the most commonly cited among primary respondents in

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<sup>6</sup> As reported in Ashby et al (2008)



our case studies. Seven of our 17 senior leaders in the primary sector noted enhanced confidence along with five third year teachers (out of 20). As a factor confidence is clearly linked with developing experience in the role (cited by three senior leaders and four third year teachers) and with the enthusiasm and drive or ambition of the individual. Enthusiasm and drive/ambition taken together were cited by around a quarter of primary interviewees, the former more often by senior leaders and line managers, the latter more often by the third year teachers themselves (Table 3.1).

**Table 3.1 Individual improvement factors by Primary**

<b>Factors (mentioned by at least 2 interviewees)</b>	<b>SL</b>	<b>LM</b>	<b>third Y T</b>	<b>Total</b>
<b>Total n</b>	<b>17</b>	<b>5</b>	<b>20</b>	<b>42</b>
Confidence	7	0	5	12
Experience	3	0	4	7
Willingness to take on responsibilities	3	0	3	6
Enthusiasm	4	1	1	6
Drive/ambition	1	0	3	4
Listening to advice	1	1	2	4
Support from colleagues	0	0	4	4
Having a career path in mind	2	0	1	3
Work/life balance	2	0	1	3
Observation feedback	0	0	3	3
Understanding of required level to proceed	1	1	0	2
Creative planning (freedom to be able to)	1	0	1	2
Knowledge of alternatives	0	1	1	2
Subject knowledge enhanced	0	0	2	2
Relationship with pupils	0	0	2	2
Behaviour management improved	0	0	2	2

Confidence among primary third year teachers is manifested in relation to classroom performance, behaviour management and the taking on of responsibilities:

"She seems to have gone on in leaps and bounds in the confidence she has in the classroom and her knowledge of the curriculum has really grown and her ability to sort of stretch those children has really grown." (ID21 primary LM)

"I think my questioning has really improved...I think I have developed this a lot. I think my behaviour management has improved - my class was a nightmare at the beginning of the year." (ID52 primary third year teacher)

"Confidence and I think second and third year teachers are beginning to see the job as it really is...the rose tinted spectacles have come off but the best still maintain in their enthusiasm and drive and passion for the job and helping children achieve the best that they can." (ID 34 primary SL)

When we asked primary interviewees how third year teachers had developed and changed in relation to NQTs and second year teachers, the taking on of additional responsibilities was the most common factor mentioned by senior leaders (eight of 18) and third year teachers (four of 20) alike (Table 3.2). Factors such as confidence, experience, enthusiasm and drive or ambition are often linked to a willingness to take on

additional responsibilities by the third year of primary teaching, as the following extracts reveal:

"I would say that they are very enthusiastic and confident in their own abilities...they are generally beginning to take on more responsibility they've got to grips with the class...their planning is very good and willing to take on additional responsibilities and attend training..... I would say this depends on the individual ...they still may need guidance in taking on a responsibility and support to do that." (ID33 primary SL)

"She is very flexible and she is incredibly adaptable. She is very innovative and forward thinking. She will take things on to the next level – showing initiative. She has managed her nursery nurse very well. She has also done well with the way that she involves parents and the rapport that she builds with them." (ID8 primary LM)

[The case study student] "Is very self leading. She can see what needs to be done and is good at looking ahead and seeing what will need to be done. She has an idea and it will happen – she's a doer. She has done a particularly good job of leading PSHE, but she thinks that the skills she has could be applied to any job." (ID10 primary SL)

One third year teacher felt he had definitely improved as a teacher and even with the stresses of the last year felt he worked well under pressure. He was now "more tuned into what makes a difference...and [engaged in] building up a bank of successful teaching strategies" (ID2 primary third year teacher). For another it is about "Taking more of a lead role rather than looking to immediate line manager straight away" (ID25 primary third year teacher).

## **Secondary**

Among secondary school-based third year teachers, confidence and experience were also regularly cited along with drive/ambition and values such as reflectiveness and willingness to learn (both cited by three third year teachers). Demonstrating 'application' - taken to mean a willingness 'to put one's head above the parapet' - was the second most commonly cited improvement factor (mentioned by three senior leaders, one line manager and three third year teachers). This proportion is similar to the response from our primary school interviewees though as we have seen (Report 3 pp.17-18 and also Tracey et al., 2008) the expectations of secondary teachers is that they are less likely to have already taken on additional responsibilities by this stage.

However, when our case study interviewees were asked how teachers had developed and changed in relation to NQTs and second year teachers, the taking on of additional responsibilities was also cited regularly, by five of 19 senior leaders, seven of 17 line managers as well as three of 20 third year teachers (though four cited going on training courses as the main change and development factor) (Table 3.2). This might reflect the fact that while secondary based third year teachers have taken on a responsibility it is likely to be within the department/faculty rather than on a school-wide basis.

**Table 3.2 Individual improvement factors: Secondary**

Factors (mentioned by at least 2 interviewees)	SL	LM	third Y T	Total
<b>Total n</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>57</b>
Confidence	3	4	3	10
Application- putting head above the parapet	3	1	3	7
Drive/motivation	1	1	2	4
Experience	2	0	2	4
Reflectivity	1	0	3	4
Willingness to learn	0	1	3	4
Organisational ability	0	2	1	3
Relationships with colleagues	0	1	2	3
Feedback from pupils	0	1	2	3
Rapport with pupils	0	1	2	3
Professionalism- caring about the job	1	1	0	2
School style/systems- getting used to	2	0	0	2
Enhanced subject knowledge	2	0	0	2
Attitude	1	1	0	2
Taking on additional responsibilities	1	0	1	2
Time management	0	1	1	2

Comments from many of our interviewees illustrate this point:

[Third year teachers] "naturally develop more confidence in their delivery style, are better able to adapt, have more tools in their toolbox, know more strategies, have more tools that they can rely on that work with certain students and they are getting used to and much more confident and comfortable with the mix of students in school." (ID37 secondary SL)

"I am definitely more confident, have more ownership of the classroom and am now less tolerant of behaviour that will cause an obstacle to learning. I am more likely to take a risk with an activity and to push the boundaries a bit more and try things out and learn from them if they don't go to plan." (ID56 secondary third year teacher)

One, perhaps typical third year teacher, captured the transition from NQT to third year teacher during her case study interview, noting how she had become more confident, especially with content knowledge, and was aware of her ability to start to refine what she does as a result of experience. She felt better able to assess attainment levels, could now pace a lesson better and was now more disciplined with her own time management. She still arrives at school early and leaves late, but no longer has to take work home (ID30 secondary third year teacher). Another third year secondary teacher reflected on how experience was manifested in several ways: she is now more organised and found that because of this she is more productive and doesn't let whole school issues (e.g. observations, book monitoring, etc) affect her so much. Instead she now focuses on the pupils and what they need (ID11 secondary third year teacher).

The importance and value of reflectiveness was cited by several interviewees:

"The first thing that springs to mind is how reflective they are...I think some of them are far too self critical but on the whole they do reflect on their practice all the time, more so than teachers who have been teaching a long time. On the whole they are trying to improve and change things often and looking at different learning opportunities all the time...they are much more ambitious." (ID56 secondary SL)

"As a professional I am developing every day and as I am more reflective I have looked at different ways of approaching things... I am also not afraid of asking questions and I am happy for people to come and watch me." (ID32 secondary third year teacher)

The interrelatedness of improvement factors cited by case study interviewees is well illustrated by one third year primary teacher who drew an analogy with driving a car to illustrate how "things take longer a time to figure out when you start but one just becomes better with practice over time – I don't know how it happens" (ID43 primary third year teacher). The development from the NQT year into fully-fledged teaching professional also incorporates factors relating to the personality of the individual. As one of our primary interviewees noted in relation to a third year teacher (ID29), it is as much about adjusting to the work-life balance required of the role as it is about becoming more experienced or confident in the classroom and this can be a contingent factor varying across the school year and in response to specific issues arising.

Similarly a primary senior leader noted that third year teachers are:

"(M)ore confident overall. For instance they offer more in staff meetings and are more opinionated than in the NQT year and in their second year of teaching because they have more experience. Overall they contribute more to whole school issues." (ID33 primary SL)

One third year teacher in a primary setting emphasised her belief in knowing the children really well, making sure that the environment has lots of activities and making sure that they know that she is in charge. Having worked in different schools has provided exposure to what works and what doesn't work. Being approachable and wanting to get to know everyone has also helped (ID8 primary third year teacher). This teacher's line manager attributed this to her personality:

"Her enthusiasm; nothing is every too much trouble. This has really moved her forward. Also the fact that she is laid back and chilled – nothing is very too much trouble. She stays calm and doesn't get stressed and copes with whatever is thrown at her. She is always positive." (ID8 primary LM)

For some, improvements in the perceived quality of third year teachers are dependent on personality or the type of people teaching attracts:

"The biggest thing is if they are in the right place in the first instance. You need the right people in the profession in the first place. They need to be resilient; they can't be the kind of person who worries about everything and can't let go. They can't take everything personally. They also need to be able to prioritise – they need to realise that the most important thing is the pupils." (ID 29 primary SL)

"I think that there is a certain type of person that does well as a teacher...which are very individual...and a lot of it boils down to how individual attributes build rapport with students." (ID32 secondary LM)

### 3.1.2 School factors - Case study findings

#### Primary

Many of the factors cited as evidence for or causes of improvement among third year teachers are related to the school and in particular the support they receive from colleagues (mentioned as an improvement factor by seven of our 18 primary teachers) and feedback from lesson observations (mentioned by three). The opportunity to go on training courses was also mentioned by four third year primary teachers. Interestingly, among primary senior leaders the fact that third year teachers had been given an area of responsibility was the most commonly cited factor (four of the 15 who answered this question); along with line managers they rarely mentioned support from colleagues, lesson observations or training courses, perhaps considering them the norm (Table 3.3).

**Table 3.3 School related improvement factors: Primary**

<b>Factors (mentioned by at least 2 interviewees)</b>	<b>SL</b>	<b>LM</b>	<b>third Y T</b>	<b>Total</b>
<b>Total n</b>	<b>15</b>	<b>4</b>	<b>18</b>	<b>37</b>
Support from colleagues	1	2	7	10
Training courses	0	0	4	4
Shared understanding of requirements	0	1	2	3
Lesson observations	0	0	3	3
Being given responsibility	4	0	2	3
Whole school improvement plan	1	1	0	2
Range of year group teaching experience	0	0	2	2
Collaborative working	0	0	2	2
Good mentor/coach	1	0	1	2

Among our case study interviewees support from colleagues (including line and senior managers) was cited as the main factor leading to development or change (in relation to NQTs and second year teachers) by four (of 20) third year primary teachers and by one of five line managers, though only one of 18 senior leaders:

[The case study teacher] "has been provided with indicators of how to improve her practice, e.g. the targets from observations. They are hopefully, building up a momentum of self-improvement. They [third year teachers] are becoming more aware of the areas they need to improve upon. Whole-school initiatives are useful in supporting this as everyone is on the bus together." (ID23 primary SL)

"She is doing really, really well at the moment ... and we've seen her classroom skills develop in the year ... and partly I think as a result of ... she did the critical skills training and she's really embraced it and taken the approach on in her classroom. She's also had, particularly this year, quite a lot of input from the maths subject leader and done lots of work in terms of planning and team teaching and... been out on training for Y4 teachers and has really embraced all that and developed all that and we've seen some super lessons she's done and we've been really impressed." (ID21 primary LM)

"Well I think because I have been moved frequently from department to department, I think I have more experience and am becoming more confident. Moving from place to place gives you broader knowledge and experience. .... [it is down to] experience and the colleagues who I work with... picking up strategies from different colleagues...you become part of the fabric of the school I know children throughout the whole school and have become more involved in extra curricular activities." (ID33 primary third year teacher)

One third year teacher related how CPD and training opportunities had been important, particularly a recent trip to a local Reggio Emilia children's centre and a local authority organised visit for which she was selected. Subsequently she has been asked to be a Leading Teacher for Early Years and believes that "she cannot imagine anything that has had a greater impact on her practice" (ID40 primary third year teacher).

### Secondary

A similar pattern of opportunities (often linked to responsibilities) is evident in the secondary sector. Support from the faculty or department (seven of 20), supportive colleagues (six), training and CPD opportunities (five) and lesson observation feedback (three) were among the most often cited improvement factors among third year teachers, while among senior leaders the provision of opportunities for additional responsibility were most often highlighted (five of 20) along with training and CPD (four). The school's willingness to offer responsibility opportunities and advice about promotion possibilities were most regularly cited as factors leading to development and change in relation to NQTs and second year teachers (Table 3.4).

**Table 3.4 School-related improvement factors by Secondary**

<b>Factors (mentioned by at least 2 interviewees)</b>	<b>SL</b>	<b>LM</b>	<b>third Y T</b>	<b>Total</b>
<b>Total n</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>57</b>
Faculty/departmental support	2	4	7	13
Training and CPD	4	1	5	10
Opportunities for responsibility points, TLR etc	5	2	3	10
Supportive colleagues	0	3	6	9
Line Management support	1	3	4	8
Lesson Observations	1	0	3	4
Learning environment/resources	2	1	0	3
School ethos	2	0	1	3
Range of approaches to learning	0	0	2	2

The importance school leaders place on providing such opportunities and other support is clear from our interview evidence:

"Opportunities the school looks to provide, such as little bits of extra responsibility, widen their horizons. The Director of Faculty has a role in that, sharing tasks out and perhaps giving slightly more demanding ones as they reach this stage." (ID22 secondary SL)

"Participation in things like the teaching and learning group – this helps them to feel confident about their point of view. [We] try to include early career teachers in examples of good practice so that their contribution is valued... [and] ask people to present to

meetings and they try to ensure that everyone has an opportunity to do this." (ID9 secondary SL)

"The quality of their curriculum leadership and their line management is vital.... If the curriculum leader can model ideas for you and is happy to be observed on a regular basis by younger teachers [and] who is able to clarify points for you then that will always be of benefit to you, and having those interpersonal skills, not just from a professional point of view but having a leader that you can go to and discuss what went well, what didn't that you had a really bad day, what's going on with that particular group – all those continuing day-to-day issues still are very much a focus for an early career teacher." (ID37 secondary SL)

"We like to keep our own staff here. We like to think we are a stable school so what we do is try to develop them ourselves. We use the middle leaders course to try to prepare our early career teachers for management positions, hopefully within our own school." (ID20 secondary SL)

From the perspective of the third year teacher, supportive colleagues are clearly an important factor in relation to their improved performance, and this seems to be valued whether it is formal or informal:

"Feeling that you are valued in the school is very important. Schools that give inadequate support or feeling of value to staff ... won't generate good teachers or outstanding teachers." (ID19 secondary third year teacher)

"I think our faculty leader is very good at trying to push us to do things...and this has given me the confidence to go for it and if it goes wrong, it goes wrong." (ID35 secondary third year teacher)

"I think everybody's open... and the headteacher really does promote sharing good practice across the board ... she'll stand up and say "you know I don't profess to be the best teacher in the world ... there's always something to learn" ... and there is." (ID19 secondary third year teacher)

"I don't think there's one member [of SLT] that hasn't at some point worked with me, helped me improve things, offered me new opportunities, got me involved in things which will help me develop and offered me their own advice and guidance on things, so I think that has been a big thing of me being where I am today - the support around me." (ID37 secondary third year teacher)

Another third year teacher (who had taken on responsibility for pupils with poor numeracy and literacy skills on entry) spoke of 'Courses and sharing resources, meetings we have as a department to throw ideas around and share ideas' and how they to "get stuff in for numeracy kids as we didn't have anything below level 4" as well as general support from other staff in school (ID7 secondary third year teacher).

### 3.1.3 Both individual and school factors - Case study findings

Unsurprisingly many of our case study interviewees made explicit links between individual and school factors. One line manager felt that it is the support within the department that had led to good quality teaching as well as individual factors such as confidence:

"I think it comes down to them themselves and how self motivated they are to some extent but it does come down to how much support they get in school as well and the relationships in school...how well they can work with other staff...and how well they can take on board advice and guidance...how they respond to constructive criticism...and some of that is down to someone's personality but you have got to have a strong school support structure in place."  
(ID34 primary senior leader)

[Third year teachers] "have to be in the right place to grow and feel that they can grow.... the context has to be right in that the teacher can take risks and no one is going to blame anyone if it doesn't work out." (ID26 secondary SL)

"If you reflect on what you are doing then you should inevitably improve but also the staff are supportive and you have everything you need to succeed in this school and the support is in place."  
(ID32 secondary third year teacher)

#### *Special schools*

This section includes comments from four of our special schools. Again the emphasis from our interviewees is on the combination of individual and school factors. As one senior leader noted:

"School is important because it must recognise the potential to move an individual teacher forward. A school recognising skills is different from ambition. A third year often thinks 'I can't do that!' The young teacher needs to be given opportunities and pushed." (ID1 special school SL)

The third year teacher at this school cited informal support from colleagues and training opportunities he had been able to access. In another school there was again a congruence of view between the third year teacher and the senior leadership:

"It's probably been a combination of both...we have a lot of opportunities to have training and I have been on a few courses...It helps talking to others...communication within the school is helpful...once you have grown in confidence this also helps." (ID36 special school third year teacher)

"Individual factors i.e. confidence combined with school factors i.e. very supportive, people believing in individuals, training and support." (ID36 special school SL)

Both of the other schools' respondents also emphasised the links between supportiveness and enhanced confidence for the individual third year teacher.



### ***Independent schools***

Interviewees from two independent schools contributed their thoughts on factors that lead to improved performance by third year teachers. In one school the third year teacher felt that he had been well supported by his head of department who has allowed him to take things on if he has wanted to (e.g. taking on the planning of GCSE, A level or IB schemes of work). The third year teacher, who described himself as 'militantly organised' had also been given responsibility for Oxbridge coaching and he did various administrative tasks that supported the department given an opportunity at the prep school to take on responsibility and have contact with the year 7 and 8 pupils (ID3 independent third year teacher). His line manager reported that as the department is small he had been able to give him the opportunities he had needed, such as organising a skiing trip in his first year (ID3 independent LM).

The third year teacher at another independent school also highlighted the combination of enhanced confidence that comes with experience and the provision of opportunities at a supportive school:

"I think it is everything, at first when you start teaching you feel insecure and everything but by the time you are in third year your confidence starts growing and I feel confident in what I am doing but I also feel supported by my department... I think doing something extra like my masters has helped me to reflect and I think the school as a whole is very supportive and like a big family and I know I can come and talk to anyone." (ID31 independent third year teacher)

#### **3.1.4 Factors affecting performance - Survey findings**

Commitment to the school ethos, awareness of what the job entails, team working skills with colleagues and personal factors such as stamina and resilience scored highly across all school types when senior leaders were asked about strengths and barriers to progress. As we noted above in relation to case study data, senior leaders rated awareness of future professional needs relatively low for both primary and secondary teachers. Analysis of variations by school type found that senior leaders were more likely to cite self-confidence as a strong or very strong factor in relation to secondary early career teachers than primary early career teachers. Secondary senior leaders were also significantly more likely to stress the importance of subject knowledge and pedagogic knowledge for early career teachers than their primary counterparts (Table 3.5).

**Table 3.5 Strengths and barriers to progress according to the following criteria by school type (senior leader responses, strong/very strong combined)**

	Pri %	Sec %	Significance	Effect size (Cramers V)
Awareness of what the job entails	86	82		
Ability to deal with parents	72	66		
Team-working skills with teaching colleagues	88	89		
Working with teaching assistants	79	54	p<0.01	0.26
Team working skills with other support staff	73	50	p<0.01	0.23
Multi-agency working e.g. with social workers	25	7	p<0.01	0.20
Commitment to the school ethos	94	88		
Stamina/resilience	80	86		
Lesson planning	82	88		
Pupil assessment/assessment for learning	70	81	p<0.05	0.11
Preparation for end of key stage assessment	61	80	p<0.01	0.18
Self confidence	75	83		
Prioritising work	63	66		
Having appropriate expectations of students	75	83		
Dealing with challenging pupils	66	58		
Behaviour management in general	75	69		
Subject knowledge	74	95	p<0.01	0.23
Pedagogic knowledge	66	77	p<0.05	0.11
Organisational skills	76	80		
Responsiveness to students' learning needs	74	76		
Understanding curriculum progression across the key stages	44	59	p<0.01	0.13
Awareness of future professional development needs	57	52		
Overall	75	81		

Many of these themes were replicated in our Part 4 survey of early career teachers. When asked 'What do you think are your strengths and barriers to progress according to the following criteria?' factors such as awareness of what the job entails, commitment to the school ethos stamina/resilience and having appropriate expectations of students were rated at similar levels as key strengths in both sectors. As with the senior leaders survey (above) self-confidence is rated higher as a strength of ECTs among secondary respondents than primary, though in this case the difference is significant. Team-working skills with teaching colleagues was rated the highest 'strength' among primary school teachers and fourth highest among secondary teachers though the relative importance of this to primary teachers was significant, as were differences in working with teaching assistants, team-working skills with other support staff, behaviour management and multi-agency working. Other significant variations were found to be preparation for end of key stage assessment, subject knowledge, pedagogic knowledge and understanding curriculum progression across key stages (all of which were rated more strongly by secondary ECTs) (Table 3.6).

**Table 3.6 Strengths and barriers to progress according to the following criteria by school type (ECT Responses, strong/very strong combined)**

	Pri %	Sec %	Significance	Effect size (Cramers V)
Awareness of what the job entails	93	90		
Ability to deal with parents	82	78		
Team-working skills with teaching colleagues	95	86	p<0.05	0.15
Working with teaching assistants	86	50	p<0.01	0.39
Team-working skills with other support staff	75	58	p<0.05	0.19
Multi-agency working e.g. with social workers	35	12	p<0.01	0.26
Commitment to the school ethos	93	91		
Stamina/resilience	84	86		
Lesson planning	82	81		
Pupil assessment/assessment for learning	71	67		
Preparation for end of key stage assessment	58	73	p<0.05	0.16
Self confidence	54	73	p<0.01	0.20
Prioritising work	65	70		
Having appropriate expectations of students	90	88		
Dealing with challenging pupils	71	65		
Behaviour management in general	83	69	p<0.05	0.16
Subject knowledge	77	94	p<0.01	0.23
Pedagogic knowledge	61	65		
Organisational skills	69	72		
Responsiveness to students' learning needs	81	77		
Understanding curriculum progression across the key stages	49	67	p<0.05	0.18
Awareness of future professional development needs	46	53		

### 3.2 The role of lesson observations in measuring the performance of third year teachers - Case study findings

This section looks at lesson observation grades and the strengths and areas for development identified by lesson observation feedback. The grades are from formal observations while the information on strengths and areas for development is derived from teachers' recollections of both formal and informal observation feedback.

#### 3.2.1 Grades of third year teachers - Case study findings

All third year teachers in the case study schools were asked their recent observation dates and grades. In total fourteen primary third year teachers gave information, of these six stated that their most recent observation was not given a grade. Three primary third year teachers were graded 'outstanding' in their last two observations. Two were graded as 'good' in their last observation and one was graded as 'satisfactory'. Two primary third year teachers stated that their lesson observations had improved in that the last two observations have gone from 'satisfactory' to 'good'. Both of these teachers work in primary schools where the school's last Ofsted grade was overall 'satisfactory'.

Fifteen secondary third year teachers gave information on their observation grades, of whom only one stated that they did not receive a grade. Six secondary third year teachers had been given an 'outstanding' grade in their last observation; five had been graded as 'good'. One teacher had been graded as satisfactory which was in line with the most

recent school Ofsted grading. Two secondary third year teachers highlighted that their grades had improved from 'good' to 'outstanding'.

All four third year teachers from special schools gave details on their observation grades. Two had been graded as 'outstanding', one 'good' with 'outstanding' features and one had improved from 'satisfactory' in their second year of teaching to 'good' in their third year observation. There was no data from the two independent schools in the sample.

### **3.2.2 Observation strengths - Case study findings**

#### ***Primary***

In total 17 third year teachers based in primary schools responded to our questions about observation strengths as noted in feedback. The most commonly cited were differentiation (four times), creativity and assessment for learning (three each), enthusiasm and providing a good learning environment (two each). Noted once each were: having lots of ideas, quality of teaching, subject knowledge, good plenary, gaining the children's respect, behaviour management, inclusive learning and role play.

#### ***Secondary***

Among the 18 secondary-based third year teachers that responded, the main strength noted by interviewees was rapport with the children (nine times), differentiation and the challenging of all pupils (seven times), good organisation and good use of activities (five each). Cited twice each were pacing, time management, independent learning, assessment for learning, subject knowledge, behaviour management, and enthusiasm. Other strengths mentioned once each were use of praise, clarity of instruction, the use of humour in lessons, pupil engagement, use of ICT, innovation, use of a variety of teaching methods, pastoral care, lesson planning, admin skills, leadership skills and developing the thinking skills of pupils.

#### ***Special schools***

Four interviewees in special schools reported on their observation feedback strengths. Differentiation was mentioned three times, rapport with the children and reflectiveness twice and use of ICT, pacing of lessons, a willingness to ask for help and managing and mentoring skills were all mentioned once. One line manager demonstrated how many of values these were combined in one case:

"He applies what he has learnt. For example, last year one of [case study teacher's] lessons which was observed as part of the PM cycle was not up to his usual standard (just satisfactory). He was given advice on how to improve the lesson and (as is the custom in the school) he had the chance to re-do it the following week. This time it was superb, outstanding. He had listened to and implemented all the advice given to him." (ID1 special school LM)

#### ***Independent schools***

Among our independent school case study teachers we received just two responses from this question. One reported good feedback for subject knowledge, engagement with the pupils, good questioning and formative assessment and use of ICT (ID3), while the other noted good classroom atmosphere, excellent rapport with the girls, and the good use of resources (ID31).

### 3.2.3 Observation areas for development - Case study findings

There were relatively few areas for development self-reported by our third year teachers. Among our primary teachers 17 reported such areas, the most often cited being differentiation (four times) and plenaries (three times). Both of these were also highlighted among our secondary third year teachers: differentiation three times (twice in relation to gifted and talented pupils) and plenaries once. Talking too much in the lesson was cited by two secondary interviewees. Interviewees in three of our four special schools cited areas for development, with one mention each for use of the support services (better use of the teaching assistant), management skills and assertiveness. Engagement of all pupils was mentioned by one of our two independent school based third year teachers (in common with one each from our primary and secondary cohorts); the only other comments among our independent interviewees related to the tone or speed of the teacher's voice (one each).

### 3.3 Performance and ITE route - Case study findings

A persistent theme throughout this research has been the influence and ongoing impact of the various ITE routes into teaching. As our Part 3 Report *The Second Year of Teaching* found 'individual characteristics were found to contribute more to the variation in perceived quality and performance than ITE route, and this tendency becomes stronger as teachers progress in their careers' (Report 3, p.19). Not surprisingly this perception is also evident among interviewees in relation to teachers in their third year of teaching. A total of 57 of our case study interviewees responded to questions about the residual influence of different ITE routes in the third year of teaching, including 35 senior leaders, 18 line managers and four third year teachers. Nineteen responses were from the primary sector, 28 from the secondary, seven from special schools and three from the independent sector.

#### *Primary*

The vast majority (16) of interviewees based in primary schools felt there was no residual effect of the ITE route, with only three comments suggesting there remained a discernible difference. Among those that thought there was no difference it was believed that a combination of school and individual factors had eroded the difference by this stage in teachers' careers:

"I would say that it's levelled out really and I would say that the school has a responsibility to ensure that, no matter what route that person took, if there were areas to develop that support would be put in place so that by the third year of teaching it's more of a level playing field and hopefully... they would be doing well by then."  
(ID33 primary SL)

"There is no evidence from the excellent performance of the two third year teachers (one PGCE and one B.Ed) or the new NQT (B.Ed) that the route makes any difference, but the Deputy Head still feels that the PGCE route is too short to cover everything."  
(ID38 primary SL)

"I have no preconceptions about this. I think all ITT is about giving the basics - what happens afterwards depends on the school and its approach and their experiences, much more important than the ITT route."  
(ID42 primary SL)

One third year from the PGCE route highlighted the role of experience in eradicating the residual effects of ITE route:

"I think it is pretty much the same... I think that when you're in the NQT year a negative factor would be lack of experience but I think by the third year you have experience." (ID34 third year teacher)

Only three primary senior leaders (and no other interviewees) thought that ITE route was still discernible including one who, though not speaking from direct experience, remained suspicious of the GTP route and thought that "there is so much to learn about teaching that the longer training routes should be more successful" (ID48 primary SL). Others reported from their own experience:

"I think it's beginning not to make so much of a difference but I think they are still learning and I think that that B.Ed students generally speaking come in with a better understanding of how children develop and how they learn...I think this will show all through their careers." (ID34 primary SL)

[We] "tend to recruit people who have done a PGCE as [we] have had better experiences with PGCE student...they are more mature and fit better into the workplace." (ID10 primary SL)

### **Secondary**

Among our 28 secondary interviewees 17 believed that there was no discernible residual difference between ITE routes, of which 12 were senior leaders and five were line managers. Many felt that by the third year of teaching the ITE route "should no longer matter" (ID9 secondary SL) because "by this time most of the training you have had has been superseded by the focus of and the agenda of the school" (ID11 secondary LM). A senior leader in the same school noted that it mattered to him earlier (i.e. at the NQT stage) but less so now because:

"A newly qualified teacher is a classroom person – the focus is on whether or not they can cut it in the classroom. By year 3, there is not just the classroom; there is also their role in the school to be considered. By this stage, it doesn't matter how you trained – the difference is on how you teach and is therefore more of an issue for NQTs." (ID11 secondary SL)

This was a point made by other interviewees, intertwined with an emphasis on the individual's characteristics:

"The differences are less so in the third year. It depends on route coupled with personal experience. Students who have done [an] undergraduate [route] have a much better understanding of learning initially but don't have the depth of knowledge PGCE students have. By the third year if the ECT is a strong teacher then the differences have been ironed out." (ID32 secondary LM)

"The PGCE route tends to attract people who are of a higher academic standard and who have also made a positive decision to teach. The GTP route trainees tend to be more grounded and [produce] a more varied calibre of trainees. It is not possible to see the difference by the third year, though." (ID45 secondary SL)

Another senior leader noted that when NQTs initially start there are significant differences between trainees from different teacher training organisations and noted that often it is also down to the individual: 'As a school we have to ensure we pull up any weaknesses [from their ITE] and have to be very conscious of training for the way we want our staff to

be' (ID37 secondary SL). The emphasis is not on one route being better than another: for many of our interviewees it is about appreciating the differences but without letting them prejudice decisions. One line manager who came through the PGCE route herself noted that

"The GTP I think is very strong. They are in school for a year but once they are here, with a mix of PGCE and GTP, there isn't much difference in [the] opportunities [they are offered] and where they end up. Any variation is down to personality." (ID44 secondary LM)

Training courses themselves don't make a difference over time, she believed: "A lot of teachers say the theoretical side of teaching comes on the job" (ID44 secondary LM). Another line manager was a recent convert to this perspective. He had always thought that those who did longer routes were better prepared for a career in teaching, a strongly held view. However, this year his school had an NQT who did a PGCE, and had proved to be 'fantastic' with regard to subject knowledge. Therefore he was slightly revising his view (ID12 secondary LM).

Among those interviewees (three senior leaders, seven line managers) who believed there was still a residual effect of ITE route, statements were often hedged:

"GTPs are more confident as they are here from start of term but PGCE students go to university ... and can't be left on their own when they do come in so when GTPs come in as NQTs they are really on their second year in the school and have learned on the job. This difference is perceptible for first two to three years. GTP works best if they have done their training at the same school." (ID7 secondary LM)

"I think [the route] does make a difference ... you can still tell by the third year and it's totally confidence based but you can tell the difference between GTP and PGCE students...the GTP ones are a lot more confident in front of a class and this still shows by the third year of teaching." (ID35 secondary LM)

Another interviewee was gradually coming round to the idea that in-school training is best: "It is good for the school for recruitment because someone you recruit who has trained with you is a year further on. Also, it gives them a more realistic idea about what school is about" (ID5 secondary LM). Similarly: "The GTPs tend to be more aware of the demands of the job, perhaps because they have been on a 70% timetable" (ID24 secondary SL). On the other hand:

"I think you can tell and I have fixed views on this and specific routes and I feel that people who come through the GTP route haven't got the pedagogical knowledge and therefore I don't think that shows until the third year of teaching because in year 1 it's about classroom management and fundamentals...by year 3 patterns start to emerge. Personally ECTs from the PGCE route I am very impressed with; it's a real rollercoaster of a course but if you survive then teachers are more open minded and more receptive to learning and new ways of learning." (ID26 secondary SL)

### ***Special schools***

Among the seven special schools in our case study sample, two interviewees believed that there was still a discernable difference in performance attributable to ITE route and

two disagreed. Interestingly one case study school provided evidence for each side of the divide:

"Yes, they are different. The BA route teachers tend to be more generic in their approach. The PGs tend to be more focused on themselves and 'the route through'. The four year route teachers tend to be more committed and amenable to giving up their break for a school-related thing such as an extra duty. The commitment to teaching is there earlier in the BA teachers." (ID1 special school SL)

However the line manager of our case study third year teacher at the same school believed that "all traces of this have been obliterated by the third year in teaching" (ID1 special school LM). The other affirmative response mainly favoured the PGCE route because of the *characteristics* of the trainees from that route rather than the training it provides. The third year teacher they had (from the PGCE route) was a single woman who consequently had time to herself in the evenings and was coping well. By contrast some of those they had recruited from the GTP had families and other commitments: "It's a lot of work" (ID4 special school SL).

### *Independent schools*

Two independent interviewees, both line managers, reported that the ITE route taken did make a difference and that the PGCE was the best route. One noted that, although they had GTP students, someone who has done a PGCE was more likely to have got to grips with the mechanics of classroom teaching:

"There is a danger with people from other routes (GTP) that they get side tracked with other opportunities and responsibilities to the detriment of the development of classroom skills. For example a skilled rugby coach would get involved in rugby training and that, in this environment, might be seen as more important than their classroom teaching." (ID3 independent LM)

However the line manager thought that as the third year teacher involved in the study knew the school well, he was able to be more discerning and was sensible about what he took on. Interestingly the senior leader interviewee at the same school saw no influence of route, saying that:"it's all about personality" (ID3 independent SL). The line manager at another independent school noted that:

"I think the course that she did (PGCE) set her up very well...I think it has contributed very well as it was very, very complex but having said that it pointed out the various aspects of school life and life as a teacher very well and that is what she needed." (ID31 independent LM)



## 4. Professional development and support

### Chapter Summary

- This chapter presents findings on third year teachers' professional development and support. It includes school strategies for PD and support, the availability and take up of different types of PD and support, factors affecting take-up, the quality and usefulness of PD and support and the impact it has on teacher and pupil outcomes.
- Third year teachers in our case study schools were subject to the same PD and support strategies and processes as other teachers in the school. Although senior leaders in most schools made no distinction between the PD and support provided for third year teachers and other teachers, in a small group of schools senior leaders had different expectations of the types and amount of PD and support third year teachers should engage in compared to other teachers. Only one school had a dedicated PD programme for third year teachers.
- School PD and support strategies were driven by a combination of factors: PM, school needs, national initiatives, individual needs, teachers' new roles and responsibilities and individual interests. As a consequence they were often fluid. The relative importance of different drivers varied across the schools. PD and support for all teachers, particularly in-school training, was becoming more personalised.
- The most frequently available type of support available to third year teachers was support from a head of department or equivalent. Other frequently available forms of support were being observed and associated feedback, team work with experienced teachers and in-school programmes. However, third year teachers perceived that less PD and support was available to them than their senior leaders claimed was in place. More support was available to third year teachers in primary schools than secondary schools. In a few schools third year teachers had no access to external PD activities due to budgetary constraints.
- Over their school career to date the PD activity that most third year teachers had participated in was in-school training. The next most frequently taken up types of PD were external short courses and in-school coaching, undertaken by just over half of the survey respondents. The take up of LA training was much higher in primary schools than secondary schools. Third year teachers engaged more often in collaborative activity and networking, within and beyond the school, to support their development, than they did in their NQT or second year of teaching. More teachers, particularly in secondary schools, were participating in leadership programmes and masters programmes in their third year than in their second year.
- Uptake of PD and support depended on the interaction between school related factors and individual characteristics. Third year teachers identified encouragement, suggestions and information from senior and middle leaders to be the most important factors supporting the uptake of PD and support. The main barriers to uptake were funding, cover and time.
- Individual teachers displayed different attitudes to engagement in PD and support that could broadly be described as active or passive. In some schools teachers who proactively sought out PD and support accessed more opportunities than teachers who did not.
- Approximately one fifth of the case study third year teachers were dissatisfied with the amount of PD and support available to them. However, the vast majority were

positive about the quality and usefulness of the PD and support they had participated in. Senior leaders were more critical of quality and usefulness, particularly of LA and some other external courses.

- Few schools had robust systems for measuring the impact of PD and support, but many pointed to links between third year teachers' engagement in PD and support and positive outcomes. The most frequently mentioned outcomes were changes in classroom practices and/or implementing new ideas and materials. There were also examples of changes in practice beyond the classroom and development in teachers' attitudes and attributes. About one third of the case study third year teachers made links between their engagement in PD and support and positive outcomes for their pupils.

## **4.1 Context**

### **Transitions in professional development and support in the first three years of teaching**

The professional development and support available to and taken up in the first three years of teaching changed in character each year. As our Part 2 (2008) report illustrates, professional development and support in the NQT year is, for most NQTs, highly structured with a programme of observations, reviews and PD planning overseen by an induction tutor/mentor, supported by a dedicated programme of PD sessions either in house or provided by an LA. The beginning of the second year of teaching marked a key transition point in the PD and support available (Part 3 report, January, 2010). At this point the vast majority of schools brought second year teachers into the same PD and support processes as other teachers. Few second year teachers retained a formal mentor, although around half our case study sample maintained an informal support relationship with their previous NQT mentor. The third year of teaching marked a more subtle change in the PD and support available and taken up. Third year teachers links with their former NQT mentors were no longer visible, they had developed a broader understanding of the range of activity that contributed to PD and support and increasingly engaged in collaborative activity and networking, within and beyond the school, to support their development.

## **4.2 School strategies - Case study findings**

In this section we report our case study findings on the strategies schools adopt in relation to the professional development and support of third year teachers. This spans the extent to which third year teachers are treated differently from other groups of staff, the strategies for PD and support that apply to all staff, where responsibility for initiating PD and support lies, and the increasing emphasis on personalising PD and support.

### **4.2.1 School strategies and processes specifically for third year teachers - Case study findings**

Only one school (ID7), a large secondary which was also a Training School, provided dedicated PD for third year teachers. As the deputy head explained:

"All our early career teachers do the early career teacher conference in their second or third year. It is run by one of our ASTs but includes peers from other local schools so they get to compare notes. It focuses on looking at career - where do you want to go- and we have head of department and senior leader inputs so they think about leadership and management." (ID7 secondary SL)

In all other schools third year teachers were covered by the same PD strategies and processes as other teachers. However, two contrasting ways in which senior leaders enacted the general principle that 'third year teachers are able to access the same PD opportunities as other teachers' was apparent in our case studies. In approximately 10 primary schools, 14 secondary schools and two special schools, which was the majority of schools who answered this question, senior leaders felt it inappropriate to make any distinctions in terms of PD or support needs between third year and other teachers and expected similar engagement in different forms of PD and support and similar levels of uptake. In contrast a smaller group of, mainly secondary, senior leaders held different expectations about the type and amount of PD and support that third year teachers should access compared to other teachers. Senior leaders in one primary and approximately five secondary schools had clear expectations about the types of PD they expected third year teachers to engage in – primarily this focused on leadership and management. So, for example, one secondary assistant head (ID12) explained that they treated third year teachers as middle managers and made training such as the SSAT leadership programme available to them. Only one senior leader stressed the need to provide additional support to third year teachers:

"We need to make sure we are always focusing on them and are prepared to put the coaching and support in for them. It's easy to let them merge into the rest of the teaching staff, and I think it's very important we don't allow that to happen, because they're still fledglings really." (ID37 secondary SL)

A line manager in an independent school emphasised the priority given to the development of ECTs – "The idea in the school is that young teachers should have any opportunity" (ID31 independent LM). In a further three primary schools and four secondary schools senior leaders or line managers observed that third year teachers had more opportunities for PD and support than other teachers, but attributed this to the ECTs' enthusiastic and proactive attitudes towards their development rather than school strategy.

#### **4.2.2 General school strategies for PD and support - Case study findings**

Case study schools strategies for PD and support of all teachers had a number of different drivers: performance management, school needs, national initiatives, individual needs to support teaching performance, new roles and responsibilities, and individual interests. Although there were often processes to be followed when teachers wanted to attend external courses, the senior leaders in our study rarely referred to a clearly defined PD and support policy, instead explaining how the different drivers were balanced within their school. The fluidity required of PD and support strategies to respond to some of these drivers was emphasised by one primary head:

"It (PD policy and systems) isn't set out in stone ... it's quite fluid in some ways and yet in some ways it's not ... it's tied quite closely to the school development plan ... and to PM which is in turn tied back to the school development plan ... the whole focus ... any forms of development have been around the core of English, maths and science or it has been about more creative approaches to certain elements of the curriculum ... a lot driven by national initiatives but also our own needs." (ID21 primary SL)

The emphasis placed on the different drivers in determining PD and support strategies varied between the case study schools. While not all senior leaders provided information on key drivers it is interesting to note the variation and overlaps in the drivers that were identified by those who did respond. Senior leaders in five primary, four secondary and one special school identified PM as the main driver, usually considering the PD needs generated in conjunction with school targets. More generally there was variation in the

extent to which information generated through PM was used to plan and initiate PD and support. Senior leaders in four primary, six secondary and one special school emphasised the need to align PD and support with new initiatives being introduced and/or other school targets. Meeting individual teacher needs was an important driver in five primary, five secondary and one special school. Senior leaders in five primary and one special school referred to the informal nature of at least part of their strategic approach to PD and support. This finding may reflect of the higher degree of direct contact primary and special school heads have with teachers.

Given the small number of schools, it is inappropriate to draw any conclusions on the relative effectiveness of different school PD and support strategies. However, it is interesting to note that the group of schools where senior leaders emphasised the importance of meeting individual need and the group of schools where there was some informality around PD strategies contained a higher proportion of schools with outstanding Ofsted grades than our total case study sample.

#### **4.2.3 Responsibility for initiating professional development and support - Case study findings**

Responsibility for initiating PD and support was generally shared between senior leaders, line managers (particularly department or faculty heads in secondary schools) and teachers, with some variation in who took greatest responsibility across the schools. As would be expected senior leaders played a stronger role in initiating PD and support in primary schools than secondary schools, and departments were important in initiating PD and support in secondary schools but not in primary schools.

There was a general expectation that third year teachers, like other teachers would take some responsibility for initiating their own PD. The extent to which they did this was dependent on their personality and orientation towards their career. For example, an ambitious secondary teacher was constantly seeking out opportunities:

"I'm looking at my leadership style ... to make sure I become the best leader and the most effective manager I possibly can so I'm looking at every opportunity I possibly can now to get the qualifications ...to go on a course ... to build a CV which is very important ... and I'm very much supported by my line manager because he knows how ambitious I am." (ID19 secondary third year teacher)

In contrast, a few of the case study teachers had not identified any opportunities themselves, but had been directed to support by school leaders. As one secondary senior leader observed:

"It depends on how aggressively they approach their career - some are passive and the initiative comes from me, others may be proactive in seeking professional development and be banging on my door. There is a passivity some people have to their career, some are go-getters. Sometimes they need to be coerced." (ID21 secondary SL)

#### **4.2.4 Personalisation - Case study findings**

An emerging theme in our data was a move in schools to increasing personalisation of PD and support. The need for personalisation was attributed to the need to meet individual PM targets as well as a more general recognition that teachers have different strengths, areas for development and aspirations – as one secondary senior leader observed "It makes no sense to talk about 'third year teachers'. By this time they all have differing

talents and aspirations. Support programmes are, therefore, very flexible" (ID14 secondary SL). Some schools had moved from a standard in house training programme that all teachers had to attend to a more flexible approach that allowed teachers to engage in those elements that were relevant to them. Increasing personalisation of PD and support has the potential to offer teachers greater self-direction and control over the construction of their professional knowledge, which as our literature review indicated has a positive impact on both teacher and school development (Kwakman, 2003; Moor et al., 2005).

### 4.3 Opportunities available to third year teachers - Case study and survey findings

#### 4.3.1 Support available to third year teachers - Survey findings

This section reports senior leaders' and third year teachers' answers to a survey question asking what types of support were available to third year teachers.

Senior leaders identified that the type of support most frequently available to third year teachers (table 4.1) was support from their head of department or equivalent (always available in 86% of schools plus sometimes available in 12% of schools). Being observed by others (always 78%, sometimes 21%), team work with experienced teachers (always 55%, sometimes 40%), in-school programmes (always 44%, sometimes 43%), and observing others (always 43%, sometimes 55%) were also mechanisms frequently used by schools to support third year teachers.

There was broad agreement between senior leaders and third year teachers about the types of support that were more or less frequently available. However, as we found in our surveys for the NQT year and the second year of teaching, across most types of support (excluding being observed, observing others and visits to other schools) third year teachers perceived that there were fewer opportunities for support than their senior leaders considered they provided (Table 4.1).

**Table 4.1 Senior leaders' and third year teachers' views of the support available to third year teachers (%)**

	SLs Always provided %	SLs Sometimes provided %	third year teachers perceptions of availability %
Support from head of department or equivalent	86	12	77
Being observed by others	78	21	80
Team work with experienced teachers	55	40	43
In house support programme	44	43	24
Observing others	43	55	49
Help/support in working with teaching assistants	24	57	14
Written individual programme	20	29	13
Mentor	17	42	12
Local authority programme	15	39	8
Visits to other schools	12	73	15
Additional release from timetable	12	38	10

(Senior leaders n= 431-491, third year teachers n=281)

Senior leader responses showed that all types of support, apart from support from a head of department or equivalent, were more often available in primary schools than secondary schools (Table 4.2). Calculating significance using chi square tests and using Cramer's V

as a measure of effect size the greatest difference found was the opportunity to take part in team work with experienced teachers – always available in 65% of primary schools but only in 32% of secondary schools. Other types of support where the difference in availability between primary and secondary schools was statistically significant were: LA programmes; mentor support; additional release from the timetable; visits to other schools and help and support in working with teaching assistants. Availability of each of these was greater in primary schools. Support from a head of department or equivalent was the only type of support that was more often available in secondary schools. Greater reliance on LA programmes by primary schools, particularly small primaries, may be expected where they have less in-school capacity to undertake training than, say, a large secondary.

Like primary and secondary schools the support most frequently provided in independent and special schools is from a head of department or equivalent (independent 96%; special 85%). The number of responses by senior leaders in independent and special schools is insufficient for statistical analysis of availability of support by type. However, it is interesting to note that special schools, like primary schools, place a strong emphasis on team work (69% always provide this opportunity), and more frequently than any other school type special schools provide opportunities for visits to others schools (33%) and help and support in working with teaching assistants (58%). In independent schools the most frequently available forms of support in addition to heads of department, were being observed by others (77%) and observing others (65%).

Although the survey data from third year teachers showed that they perceived less support to be available overall, it mirrored the differences in availability by type of support between primary and secondary schools found in the senior leader survey.

**Table 4.2 Senior leaders' views of the support provided to third year teachers by school sector (%)**

	Primary Always provide	Secondary Always provide	Ind Always provide	Special Always provide	Significance	Effect size (Cramers V)
Support from head of department or equivalent	82	95	96	85	p<0.05	0.17
Being observed by others	80	72	77	83		
Team work with experienced teachers	65	32	42	69	p<0.01	0.30
In house support programme	43	50	21	50		
Observing others	43	34	65	67		
Help/support in working with teaching assistants	28	13	13	58	p<0.01	0.16
Written individual programme	23	13	8	25		
Mentor	22	7	16	17	p<0.05	0.19
Local authority programme	21	6	4	0	p<0.05	0.18
Visits to other schools	15	4	8	33	p<.0.01	0.20
Additional release from timetable	15	4	12	8	p<0.01	0.24

Primary n=275-319; Secondary n= 119-134; Independent n= 24-26; Special n=12-13

Note: \*Significance test and effect size only includes primary and secondary school since including independent and special makes expected cell counts too small

The pattern of availability of support by FSM quartile (FSM, is used here as a proxy measure of the deprivation) is complex, and there was much less agreement in terms of the availability of different types of support between senior leaders and third year teachers

by FSM quartile than for support overall. While senior leader data indicated that most types of support were more likely to be available in schools in the most deprived areas (the only exceptions being support from a head of department or others and being observed), third year teacher data indicates that the only types of support that are more likely to be available in the most deprived schools were in house and LA programmes.

### **4.3.2 Availability of professional development and support - Case study findings**

The case studies findings broadly showed a similar pattern of perceptions of availability of PD and support as the survey, although both senior leaders and third year teachers in our case studies placed less emphasis on observations as means of PD support than did the survey respondents. Mirroring the survey, overall, third year teachers perceived there was less PD and support available than indicated by their senior leaders. However they thought more support was available from senior leaders, heads of department and other middle leaders than their senior leaders recognised.

The most striking finding from the case studies about the availability of PD and support was the variability in the access third year teachers had to external training. Schools could be placed on a continuum from at one end the few schools where there were rarely any opportunities to attend external courses, through the majority where there were some limitations, to the few schools where teachers could attend more or less anything they wanted. The main reasons given by senior leaders for limiting access to external courses were budget (this was given as the overriding reason where opportunities were minimal), the difficulties of providing cover, and issues around the quality of some external courses (this is discussed further in section 4.6 below). Senior leaders in five schools mentioned their intention to move away from providing access to external training - as one secondary senior leader (ID24) explained "the new approach is to avoid external courses where possible and concentrate on in-house CPD, networking and sharing of good practice".

A notable change from the second year of teaching was the emphasis some senior leaders put on in-house and external collaborative activities as a means of PD and support for third year teachers. Nine senior leaders (four primary and five secondary) referred to the opportunities provided by in house collaboration - this ranged from formal working parties 'by invitation only', to more informal engagement in meetings concerned with developments in the school. Engaging in external collaborative activities was seen to be more important by primary than secondary senior leaders. In total 11 senior leaders spoke of the importance of external networking, visits and collaboration (seven primary and four secondary).

Ten case study teachers (six primary, three secondary and one independent) expressed some dissatisfaction with the availability of PD and support. Reasons for dissatisfaction varied. Three teachers (one primary and two secondary) had been prevented from going on external courses due to budget constraints, while another three felt they were not receiving sufficient in-school support for some aspects of their roles (one primary, one secondary and one independent,). Of the remaining four teachers, all located in primary schools, one thought the school was not proactive enough in providing support opportunities, another felt that access to PD was inequitable, another that there was too much focus on her class and not her needs or interests, and the fourth that she had not had any access to PD and support.

## 4.4 Take up of PD and support by third year teachers - Case study and survey findings

### 4.4.1 Participation in PD activities - Survey findings

Our survey asked senior leaders about the uptake of internal and external PD activities by third year teachers.

As table 4.3 illustrates, senior leaders reported that third year teachers most frequently engage in school PD training - 92% of senior leaders claimed that all third year teachers in their school took part in this form of PD. Participation in LA PD (by all third year teachers in 62% of schools), external short courses (55%) and in school coaching (51%) was also high. Participation in Leading from the Middle or equivalent middle leaders courses and masters programmes was lower, but nonetheless at least one third year teacher in 39% of the survey schools was participating in a leadership programme, and at least one teacher in 29% of schools was undertaking a masters programme.

**Table 4.3 Senior leaders' report of the proportion of third year teachers participating in PD by activity type (%)**

	None	Less than half	Half or more	All	Total n
School CPD	1	1	6	92	<b>491</b>
Local authority CPD	10	10	19	62	<b>481</b>
External short courses	10	11	24	55	<b>482</b>
In School coaching	14	15	21	51	<b>475</b>
Leading from the Middle or equivalent middle leader support	61	28	8	4	<b>466</b>
Masters level programme	71	24	3	1	<b>469</b>
Other accreditation	53	28	10	9	<b>350</b>

As table 4.4 illustrates there was significant variation in participation by school sector. The only form of PD where there was no significant difference in third year teacher participation between the primary and secondary schools was in house PD activities.

Using Cramer's V as a measure of effect size the biggest difference between primary and secondary schools was in participation in LA PD. All third year teachers in 83% of primary schools participated in LA PD activities compared to all third year teachers in only 22% of secondary schools. Also, there was significantly higher participation in external courses and in-school coaching by third year teachers in primary schools compared to teachers in secondary schools. This seems to reflect the greater availability of these forms of PD in primary schools, as discussed earlier. However, both participation in masters level programmes and Leading from the Middle or equivalent leadership courses was significantly higher in secondary schools than primary schools. Again the number of responses from independent and special schools precludes the use of statistical comparisons.



**Table 4.4 Sector breakdown of senior leaders' report of the proportion of third year teachers participating in PD by activity type (%)**

		None	Less than half	Half or more	All	Significance	Effect Size (Cramer's V)
School CPD	Primary	1	0	6	92	NS	
	Secondary	0	1	5	94		
	Independent	4	8	8	80		
	Special	8	0	8	85		
Local Authority CPD	Primary	6	2	9	83	p<0.01	0.61
	Secondary	7	28	43	22		
	Independent	77	14	5	5		
	Special	15	8	38	38		
External short courses	Primary	12	9	18	61	p<0.01	0.27
	Secondary	7	17	37	39		
	Independent	4	16	24	56		
	Special	15	0	38	46		
In school coaching	Primary	16	11	14	59	p<0.01	0.38
	Secondary	7	25	40	29		
	Independent	28	16	12	44		
	Special	8	8	15	69		
Leading from the middle or equivalent middle leader support	Primary	67	21	7	5	p<0.01	0.26
	Secondary	47	44	9	1		
	Independent	50	38	8	4		
	Special	85	15	0	0		
Masters level programme	Primary	85	10	3	1	p<0.01	0.47
	Secondary	44	53	3	1		
	Independent	52	40	4	4		
	Special	69	31	0	0		
Other accreditation	Primary	62	20	8	10	p<0.01	0.31
	Secondary	33	48	13	5		
	Independent	58	16	0	26		
	Special	45	27	27	0		

Primary n=227-320; Secondary n= 93-113; Independent n= 19-25; Special n=11-13

Note: \*Significance test and effect size only includes primary and secondary school since including independent and special makes expected cell counts too small

There was little variation in the pattern of participation in different types of PD by FSM quartiles. The only type of PD where there was a significant difference was participation in LA PD activities. Participation was highest in the most deprived schools.

In the third year teacher survey we asked third year teachers what types of PD activities they had participated in over their career as a teacher (Table 4.5). Their responses are therefore not directly comparable with senior leader responses. Nevertheless, the third year teacher data mirrors the senior leader data in showing that third year teachers have most frequently engaged in the school PD activities, and participation was also high in external short courses, in school coaching and LA PD activity.

**Table 4.5 Third year teachers participation in PD activities over their career as a teacher (%)**

	Already Completed	Ongoing	Firm plans to do	No firm plans	n
School CPD	25	67	3	5	<b>261</b>
External short courses	35	40	7	18	<b>242</b>
In school coaching	23	50	7	20	<b>221</b>
Local authority CPD	26	38	5	32	<b>215</b>
Leading from the Middle or equivalent middle leader support	6	12	32	50	<b>202</b>
Masters level programme	5	13	12	71	<b>208</b>
Other accreditation	12	11	8	69	<b>145</b>

A similar pattern of differences in participation by type of activity was evident between primary and secondary teachers' data as in the senior leader responses. However, the only statistically significant difference was the greater participation by primary teachers over their teaching career in LA PD activities.

#### **4.4.2 Participation in PD and support activities - Case study findings**

The overall pattern of uptake of PD activities in our case study data broadly mirrored the survey findings with one notable exception, in school coaching. Only four of our case study teachers were engaging in in-school mentoring or coaching in their third year of teaching (one primary, two secondary and one independent), representing only 12% of our sample compared to the 50% of third year teachers in our survey who reported they had participated in in-school coaching. This discrepancy may be due to survey respondents including support in their NQT and second year of teaching and including informal coaching support - which in our case studies we categorised as informal support rather than coaching.

The case studies supplemented our survey by providing a more detailed insight into third year teachers' participation in PD and support. Third year teachers in our case studies more often talked about participating in curriculum-related PD and support than leadership and management focused PD and support. However the boundaries between curriculum-focused and leadership-focused support were often blurred. For example, when primary teachers talked about engaging in curriculum-related PD activities this was often to enable them to lead this area of activity in the school. In contrast, in secondary schools curriculum-related PD often focused on assessment schemes and requirements. As in the second year of teaching, informal support continued to be important in both primary and secondary schools. Very few third year teachers drew on formal pupil feedback to support their PD, and similarly few senior leaders pointed to this as a PD strategy.

Individual teachers in our cases had different attitudes towards engagement in PD and support. As we identified in section 4.3.2 some teachers are proactive in seeking out PD whereas others are not, similarly there are variations in their attitudes toward engagement in PD and support. Four third year teachers expressed reticence to participate in PD activities, one because she was pregnant, two because they did not want to leave their classes and another because of the burden it placed on her personal time:

"APP is quite hard. It was hard going on the course. They said I had to do it in my PPA time. I lost my PPA time which I use for planning doing this course. I ended up having to do my planning all through the weekends. I am a new, young teacher. I want to do other courses but not if it involves all this extra work, not if I have to do it in my PPA time." (ID23 primary third year teacher)

#### **4.5 Factors affecting take up - Case study findings**

Our case studies indicate that the uptake of PD and support in our case studies emanates from the interaction between school factors and the personal motivation and attitudes of the third year teachers. In a few case study schools uptake was also determined by the availability of appropriate PD and support. As highlighted earlier this was a particular issue for special schools and schools with limited budgets.

##### **4.5.1 Helpers - Case study findings**

Around half of all primary and secondary third year teachers, and three independent and one special school teacher provided information on the factors that supported their access to and engagement in PD and support. They talked most frequently about school-related factors. The key school-related factor that helped the uptake of PD and support was encouragement, suggestions and information provided by senior and middle leaders, mentioned by 12 teachers (three primary, six secondary, two special and one independent). In these accounts teachers often described a culture of support either in the school or within a particular department which facilitated the uptake of PD and support. Other school-related factors mentioned by a few teachers as being helpful were: being 'pushed' into PD and support opportunities; PD and support being put in place for them because of a particular need; and knowing that funding or cover would be available.

Only two teachers (one primary and two secondary) identified the role their own ambition and proactive approach played in gaining them access to PD and support. However, this factor was recognised more often by their line managers. Seven line managers and one senior leader identified this as an important factor in the take up of PD and support opportunities. There were no discernable differences in the types or relative importance of helpers by school sector.

##### **4.5.2 Hinderers - Case study findings**

Around two-thirds of third year teachers and just over half of senior leaders identified barriers to the uptake of PD and support. In line with the findings for helpers they mostly identified school related hinderers. There were no clear differences in the hinderers identified by school sector.

Senior leaders, line managers and third year teachers all pointed to the same key barriers - funding, cover and time. As previously discussed (section 4.4.2) in a few schools third year teachers had no access to external courses - "There is just not the opportunity....not allowed to go on them [external courses]" (ID16 third year teacher) - and funding limited availability in many schools. Funding and/or arranging cover were identified as a barrier to the uptake of PD and support by eight senior leaders, six line managers and seven teachers in our cases. Lack of time was mentioned as a barrier to uptake by five senior leaders, two line managers and seven third year teachers. Another school-related hinderer mentioned by a few interviewees was the location of their school, which meant they had to travel long distances to attend external events. A further two teachers mentioned that their access to PD and support had been limited while they had been on temporary contracts.

Individual factors that hindered the uptake of PD and support, mentioned by a few interviewees, were: personal circumstances (three teachers explained how impending or new babies had led them to step back from PD activity); third year teachers not being proactive in seeking PD and support; and teachers' reluctance to leave their class.

As discussed earlier the lack of appropriate PD, particularly for special schools is a further hindrance.

#### 4.6 Perceptions of quality and usefulness - Case study findings

Overall third year teachers in our case studies were positive about their experiences of PD and support. Thirty-three of our case study teachers (13 primary, 15 secondary, four special and one independent) pointed to one or more aspect of the PD and support they had received as being 'valuable' and/or 'useful'. Only three third year teachers identified any PD or support that they felt were either poor quality or not useful – one special school teacher was frustrated with the lack of support from a senior leader who shared the same subject area; one secondary teacher said that some of the in school training sessions were not useful; and another secondary teacher found LA and other courses ineffective "I'm not really a course girl. ....Many of them are of a poor quality" (ID45 secondary third year teacher). It was a lack of opportunity, as discussed above, rather than concern about the usefulness and quality that concerned those teachers who were less satisfied with the PD and support available to them.

There were no patterns in third year teacher interviews that indicated that they perceived one type of PD and support as more useful than any other type. In addition to more formal support they experienced, they valued the informal support provided by both senior and middle leaders and their colleagues. As would be expected heads of department played a key support role in secondary schools, whereas third year teachers often received direct support from senior leaders in primary schools. In addition to informal support some senior and middle leaders provided third year teachers with information on PD opportunities and encouraged them to take up PD. A proactive approach by leaders to support is highly valued, as a secondary third year teacher illustrates:

"He actually goes out and looks for them [PD opportunities] if I explain to him what I want to do ... He actually came to us with two courses ... It's him going the extra mile ... which you feel you are getting extra support. " (ID19 secondary third year teacher)

Senior leaders and line managers were more critical about the quality and usefulness of some types of PD support potentially available to third year teachers. They had mixed views about external courses, particularly LA courses. In 11 schools (five primary, four secondary and two special) senior leaders or line managers had reservations about sending staff on LA courses, the main reasons being given that they lacked specificity, were repetitive or variable in quality. Five of these schools and another school (ID47) raised similar criticisms of other types of external courses. Lack of relevance to context of both LA and other external courses was a particular issue for special schools:

"A lot of external generic courses are not specific enough for SEN, so we are now very careful about which courses we use. In the past staff have been sent on courses and it has been a waste of time and money. ... They have not been able to implement what they have learned in the classroom". (ID36 special school SL)

However, in contrast in six schools (three primary and three secondary) senior leaders and line managers stressed the high quality and usefulness of LA courses. In one

secondary school teachers who had attended LA courses repeated the training in school for other staff.

While there were mixed views on the usefulness and quality of LA courses, senior leaders and line managers who had drawn on LA advisors to support third year teachers were unanimously positive about the quality and usefulness of the support provided. They were also very positive about the external networks and collaboration that LAs supported as a mechanism for third year teacher professional development and support. Senior leaders in two primary schools where mentoring and coaching schemes had been set up felt that they were not yet functioning well enough to provide high quality PD support.

## **4.7 Impact on teacher performance, quality and pupil outcomes - Case study findings**

### **4.7.1 Our approach - Case study findings**

Evaluation models of teacher PD, drawing on the work of Guskey (2000), assume a causal chain from engagement in PD, through teacher experiences and immediate reactions to PD, to longer term teacher outcomes - such as improved confidence, knowledge and skills, and finally to impact on pupils - such as improved engagement and attainment. We used this framework to structure our questions to interviewees to generate data from senior leaders, line managers and third year teachers on the impact of PD and support on third year teachers' intermediate and end-point outcomes and pupil outcomes.

### **4.7.2 Measuring impact - Case study findings**

In order to understand the data we asked interviewees how they measured the impact of PD and support. Approximately half of our case study sample of senior leaders (11 primary, 14 secondary and two special) responded. Of these nine (five primary and four secondary) stated that they had no processes in place for measuring the impact of PD. Only one senior leader, in a secondary school described a comprehensive system for measuring impact. In this school systems for monitoring what PD teachers have undertaken and the consequent implementation was linked with the detailed system they had for tracking pupils and the questionnaires used for pupil voice. In addition, some projects and initiatives in this school had evaluation built in, for example through observation. In other schools where senior leaders reported measuring impact the approaches included: teachers completing evaluation forms for internal and/or external training (five schools - one primary, three secondary, one special), monitoring through PM (four schools - three secondary and one special), or more often impressionistic measures - for example a primary head talked of assessing impact through the enthusiasm teachers brought to their work. The data we are able to produce on impact in this report therefore is largely drawn from interviewees' perceptions of impact rather than hard measures.

### **4.7.3 Impact on third year teacher outcomes - Case study findings**

In this section we have drawn on evidence from third year teachers, their line managers and senior leaders to identify the impact on third year teacher outcomes from participation in professional development and support. We have only included evidence of impact where it refers specifically to the third year teachers. So, where senior leaders have talked more generally about the impact of PD and support in their school this has not been included. Not all schools provided data on impact. As table 4.6 illustrates PD and support led to development in teachers' attitudes and attributes and changes in their practices. Changes in practice were mentioned much more frequently than changes in attitudes and attributes - such as confidence, enthusiasm, motivation and wider awareness. The most frequently mentioned changes in practice (mentioned in 19 schools - eight primary, seven secondary, one special and one independent) were related to the classroom, usually involving the implementation of new approaches and/or materials. A further group of

changes to practice, mentioned in eight schools (three primary, three secondary, one independent and one special), were related to the teachers' activities beyond the classroom – this spanned their approaches to leadership and management, work with other teachers and work with parents. In two instances positive impacts of PD and support on retention and promotion were identified. In one primary school the deputy head believed that the leadership and management course provided had been crucial in retaining the third year teacher. In a secondary school a third year teacher who had completed a developing leaders course expected to take up a leadership role. At the time of the interview he was intending to apply for a head of year post that had just been advertised in the school.

**Table 4.6 Impact of PD and support on third year teachers - case study data (no. of schools in which the impact was noted)**

Impacts	Primary	Secondary	Special	Indep.	Total
<b>1. Teacher attitudes and attributes</b>					
Confidence		1	1	2	4
Enthusiasm		1			1
Motivation to improve		1			1
Wider perspective/ more awareness	1	2	1		
Better able to manage whole range of responsibilities		1			1
<b>2. Practice development or change</b>					
In the classroom	8	7	2	2	19
Beyond the classroom	3	3	1	1	8
<b>3. Retention and progression</b>					
Retention	1				1
Motivation to apply for promotion		1			1

While our focus was on the direct impact of PD and support on third year teachers and their pupils, it was noticeable that their engagement in PD in the third year of teaching was impacting much more on their colleagues than it had in their NQT or second year of teaching. Third year teachers were cascading their learning more widely in their department or school, and in some cases using it to lead in-house staff development activities or new initiatives.

#### 4.7.4 Impact on pupils - Case study findings

Interviewees in 15 schools (seven primary, four secondary, two special and two independent) made links between the case study teachers' engagement in PD and support and positive outcomes for their pupils. The most frequently mentioned positive outcomes related to pupil performance, for example, the special school teacher whose training in letters and sounds led to improvements in pupils' literacy and progress. Other positive outcomes for pupils included improvements in pupils' social skills and increased pupil confidence.

#### 4.8 Improving PD and support for third year teachers - Case study findings

Third year teachers were asked how PD and support could be improved. Eighteen of our case study third year teachers (eight primary, nine secondary, and one special) said that

no improvements were needed. Third year teachers in sixteen schools suggested specific areas for improvement (seven primary, seven secondary and two special). There was no dominant type of improvement identified. Instead a range of improvements were mentioned, each by a few respondents. These spanned: more collaborative working; additional external training; making sure that PD needs identified in PM were put in place; more opportunities to observe good practice; and peer observations and buddying.

## 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.

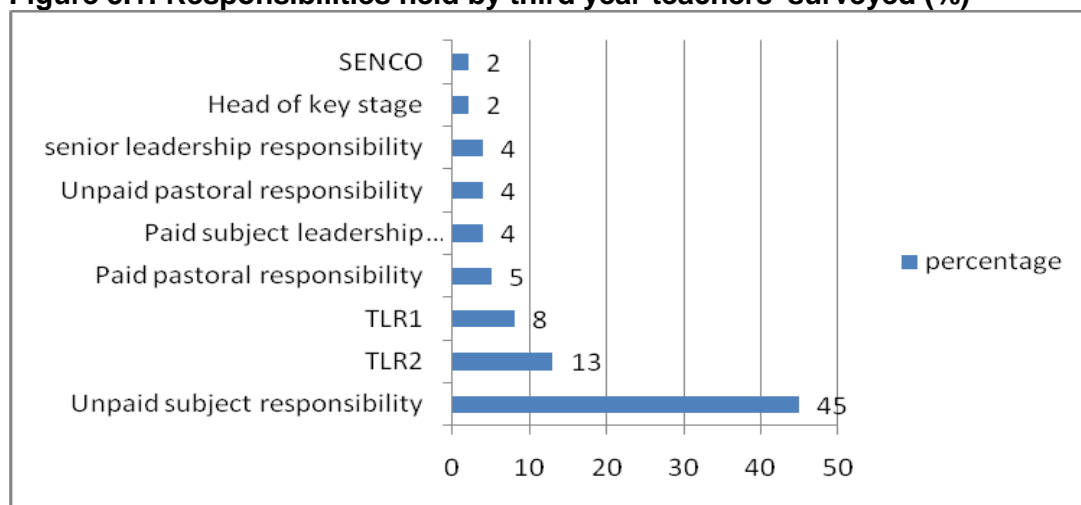
**Table 5.1 Paid/unpaid responsibilities held by third year teachers surveyed: comparing primary and secondary schools (%)**

	<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).

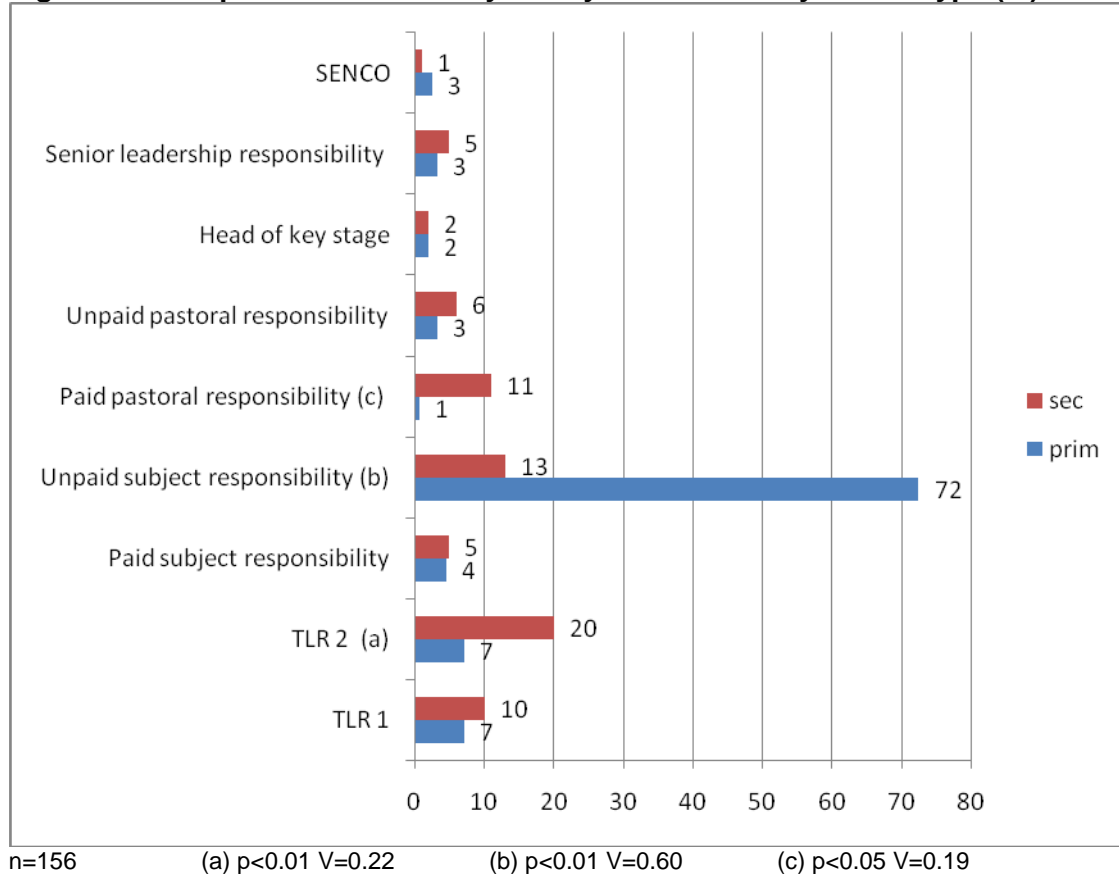
**Figure 5.1: Responsibilities held by third year teachers' surveyed (%)**



n=298

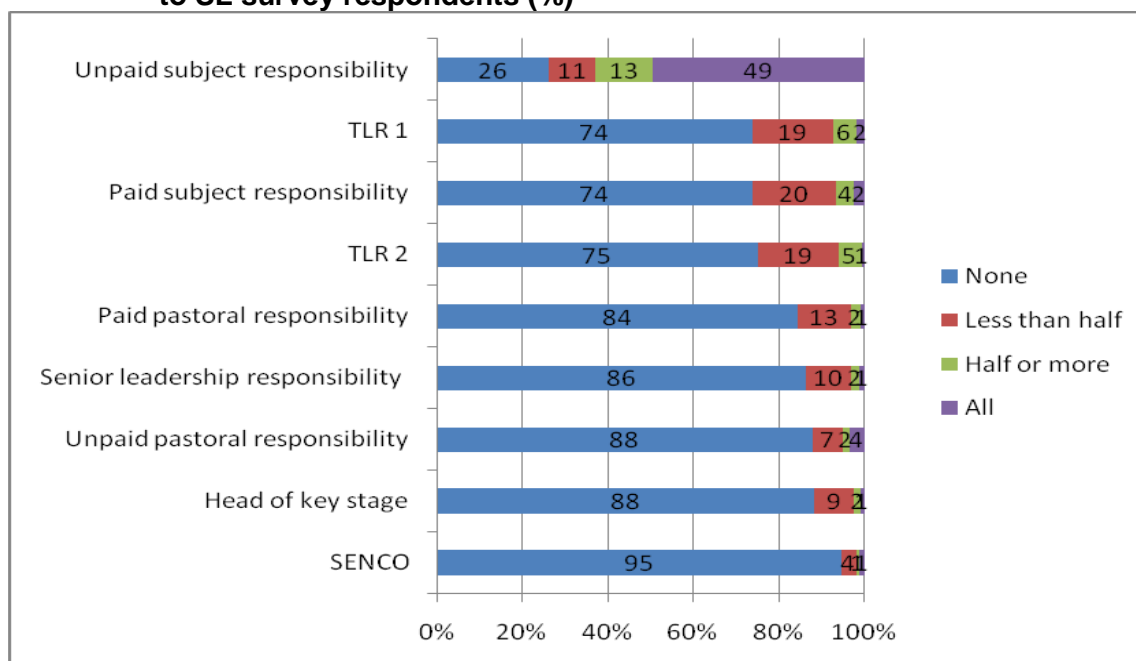
There were differences by school type here as well, as indicated in Figure 5.2, with secondary teachers more likely to have paid pastoral responsibility or TLR1/TLR2. Essentially, the 'first paid promotion' posts one would expect secondary teachers to take on. It is worth noting, though, that such opportunities 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.

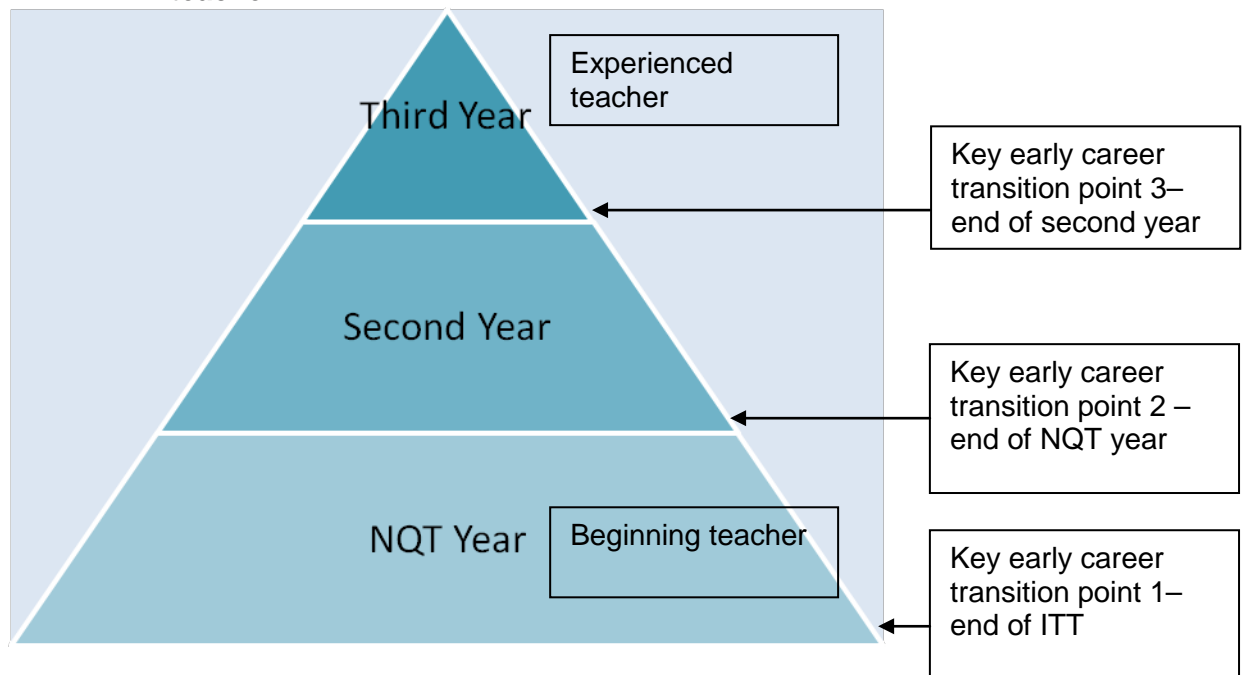
## 6. Conclusion

### 6.1 Concluding discussion

#### 6.1.1 The third year of teaching: a key transition point

In the Part 3 report, we noted that the second year of teaching marked a key transition point from becoming a newly qualified teacher to a fully fledged member of staff, and certainly in primary schools, where most second year teachers took on some level of responsibility this is clearly the case. There is an argument to be made that the third year of teaching marks a further – and final – point of transition in most early career teachers' careers: there was a clear sense in our case studies that this year marked the end of the early career phase and the beginning of the career stage of experienced teacher, with the same level of support, career opportunities and – importantly – expectations as any other teacher in the school. Reflecting back now, it is possible to see the first three years of teaching as, in fact, a series of transition points and milestones towards fully fledged teacher status – for many teachers at least. This is illustrated in Figure 6.1 below.

**Figure 6.1: Key transitions in early career teaching: from beginning to experienced teacher**



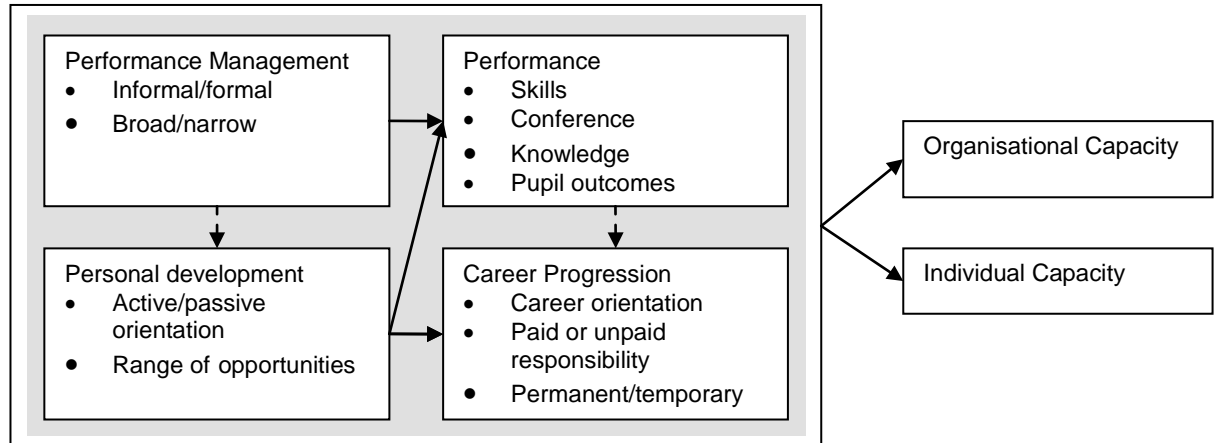
The first key transition is marked on entry into the NQT year, following ITT. The second is marked by successful completion of the NQT year. The third is at the end of the second year and entry into the third year where for most teachers their role and expectation of it are indistinguishable from others. There are clearly exceptions to this broad process, and we will be exploring this issue in more depth when we reflect back on the journeys of case study teachers in the final report. Nevertheless, our analysis indicates this is a useful starting point for understanding the third year of teaching as experienced by teachers and understood by senior leaders.

#### 6.1.2 Third year teacher development, performance and career: a framework

For this report, we aimed to develop the earlier work from the Part 3 report to consider to what extent an overarching framework relating staff performance, development, career and key processes (in this case, performance management) can be used. Our thinking

this year has moved on significantly and we present here a new model with increased coherence and explanatory and heuristic power. It is important here to note that we are not attempting to present an overarching model covering all elements of how the work of a school and teachers within it interact to develop both the organisation and the individual. Rather, we are attempting to make sense of the key elements we have specifically examined in this study. There will clearly be other processes at work that are underplayed in this model. With this caveat in mind, the model is presented as Figure 6.2 below.

**Figure 6.2: Model of third year teachers' performance, development and progression**



The shaded box contains the key aspects we examined, and presents the main links between them. Starting at the top left corner, **performance management** processes in all cases aimed – of course – to lead to improved teacher performance, although in some schools, these processes were explicitly linked also to professional development. We note here two key dimensions of performance management – firstly, the extent to which processes were more or less formal or informal, with primary schools tending to be more informal, reflecting their smaller staff bases and flatter organisational structures. The second dimension is the breadth of focus of performance management. Whilst in most schools, it is very clearly and narrowly focussed on developing individual teacher performance via clear targets in line with school plans, in some it is more broadly linked to the development of teachers.

In many ways, **professional development and support** -the bottom left hand corner of the box - are at the heart of developing both teacher performance and career, according to our data. The key dimension here at the individual level was the orientation of third year teachers to development whether active, taking responsibility for their own development, or passive. We found a link here to organisational responses, with active individuals tending to seek out and therefore receive more opportunities for development than passive teachers. At the school level the availability of PD and support was crucial, with line manager and colleague support playing a key role in supporting third year teachers' development.

There were strong links between professional development/support and performance, particularly in relation to the development of knowledge and understanding in relation to the both classroom practice and the wider role of the teacher and career progression. Again line manager and colleague support were identified as key to improving performance.

Turning to **performance**, - the top right hand corner of the box - the key dimensions we found related to:

- skills - classroom management, curricular and pedagogic (including assessment) skills, reflectiveness, ability to build relationships with colleagues and pupils, time management, and of course broader teaching skills
- enhanced confidence as teachers become more experienced in the classroom and the wider school environment
- Knowledge/understanding of assessment systems and wider school policies and contexts

All of these dimensions are related to pupil outcomes, which is in many ways the key outcome of schooling, but not one investigated directly in this part of the study.

There is clearly a key relationship between professional development, support and performance. In addition, we found strong relationships between performance and both school and personal contexts. The school context affects teachers' performance in relation to department and school cultures and, in particular, to:

- Cultures/subcultures: support for third year teachers can manifest itself as part of the school culture (in relation to supportive senior management) or of departmental or other sub-cultures (particularly in relation to supportive colleagues)
- System/processes/structures: especially formal and informal lesson observations
- School type: expectations of third year teachers differ between secondary schools on the one hand and primary and special schools on the other. In the latter school types additional responsibility is anticipated at an earlier stage and this is reflected in the expectations of line managers and senior managers.

In addition, performance was - of course - also strongly related to individual factors, especially confidence developed over the previous two to three years, skills, aspirations and personal circumstances, including, in some cases, previous temporary contracts restricting development (but also providing a range of experience at the same time).

Key dimensions of **career progression** - the bottom right hand corner of the box - are the level and extent of responsibility (paid and unpaid) and - for a minority of staff - being made permanent. Level of performance is related to paid responsibility in some cases, and professional development provided opportunities to demonstrate ability to take on paid or unpaid responsibility too.

Looking at the links between career development and school contexts, by the third year most primary school teachers had some unpaid responsibility, but fewer primary teachers compared with secondary teachers had paid responsibility, reflecting the greater numbers of paid responsibility posts in secondary schools. Staff turnover (school and subject) - itself influenced by other contextual issues such as the demographic make-up of the school - was the key school contextual issue here, alongside school and departmental cultures, some of which were more likely to provide opportunities.

Key personal factors included career orientation, which related in particular to longer term plans, and gender, with a striking difference in career orientation, and level of paid responsibility between men and women.

In Box 6.1 we have provided an extended example of the interrelationships between development, performance and promotion and how these are influenced by school and individual contextual factors.

**Box 6.1 Example of how a combination of whole school, department and personal factors acted to support the development, performance and promotion of a third year teacher**

A third year teacher in a challenging, but improving, secondary school (ID37), described the strong focus on teacher learning in her department: "In my department we encourage that [reflection] a lot, we look at what's happening and we always adapt things according to what the school is looking for on the new initiative coming in". As a result the third year teacher felt very well supported: "Everyone [in the department] is always very supportive of one another, and always then offer help and guidance".

Support also extended beyond the department, as the teacher explained: 'I don't think there's one member [of the SLT] that hasn't at some point worked with me, helped me improve things, offered me new opportunities, got me involved in things which will help me develop and offered me their own advice and guidance on things, so I think that has been a big thing of me being where I am today - the support around me".

The teacher had also been proactive in taking up opportunities to engage in new cross-school initiatives and pointed to the importance of drawing on observation feedback to improve her practice. This teacher had progressed significantly in her classroom practice, from grade 3 in her NQT year to grade 1 in her third year of teaching, and had just been appointed as the head of her department in the school.

All interviewees noted that although the school culture was changing, early career teachers in other departments were not so well supported and had not made such strong progress.

Thus far, we have simply laid out the key issues emerging from the previous sections, and the links between them. The power of this framework, however, is on the right hand side of the diagram, indicating how the key issues we addressed in this part of the study – identified in the shaded box – can actually lead to influences on the key contextual factors themselves. We identify here that as third year teachers develop there are longer term or deeper outcomes, what we are calling increased *capacity*. We distinguish two aspects here.

The first is **organisational capacity**. As teachers develop their performance and take on wider responsibilities in the school, the school in turn has more capacity to change and develop. This in turn impacts on the school context itself. For example, in one primary (ID 38) the whole school had taken up the idea of 'working walls' from one third year teacher. And in ID20, the senior leader discussed the influence of early career teachers on school leadership:

"We like to keep our own staff here. We like to think we are a stable school so what we do is try to develop them ourselves. We use the middle leaders course to try to prepare our early career teachers for management positions, hopefully within our own school." (ID20 secondary senior leader)

We found that senior leaders saw third year teachers who were on the whole seen to be performing as well as other more experienced teachers at this point - as adding in general terms to the capacity of the school to develop as an organisation, whether simply through improved classroom performance, or through responsibility (unpaid or paid) or sharing practice. We found strong links in particular between professional development and increased capacity to implement new initiatives by leading and supporting other staff.

The second dimension is **individual capacity** to develop and change. The changes to performance and responsibilities identified above lead to changes in individual capacity to develop and change which in turn leads to changes in personal characteristics, as identified here by one secondary teacher in their third year:

"I think our faculty leader is very good at trying to push us to do things...and this has given me the confidence to go for it and if it goes wrong, it goes wrong." (ID35 secondary third year teacher)

In addition, third year teachers were found to be able to manage their work life balance better than before, and had developed a foundation of key skills and knowledge to build on. Professional development and support was linked here too to development of these capacities.

This is a dynamic and continuing process, with these changes themselves leading to changes in the next 'cycle' of development, performance management and thence teacher performance and career development.

### 6.1.3 Implications

At the start of the previous subsection, we claimed that the framework had significant heuristic power, and in this section, we aim to demonstrate this by drawing out some implications from the framework for two key groups: schools and policy makers.

#### *Implications for schools*

- On performance management, schools should consider whether the approach they take - along the dimensions of having a narrow/broad focus or an informal/formal approach - best fits the school's needs.
- For third year teachers, their confidence, skills and attitudes are related to their previous experience in schools. Schools need, therefore to aim to provide high quality, consistent and continuing support during both the NQT year *and* the second year of teaching to maximise the performance of teachers in their third year.
- However, teachers clearly still differ in their needs. Therefore, schools should consider whether their approach fits the differing needs of their staff, particularly how to encourage active approaches to professional development, and providing an individualised response to these needs.
- In particular, early career teachers at this stage usually have some kind of responsibility, often for the first time, so schools need to pay particular attention to supporting them in managing this responsibility effectively.
- Schools should consider to what extent their school and departmental cultures foster positive approaches to professional development, career management and performance.
- Line manager and colleague support has a strong positive impact on early career teacher development, performance, and retention so schools need to create the conditions for this type of support to flourish.
- Schools should be aware of the differing career orientations and expectations of different staff, and identify to what extent they can meet these needs, in particular ensuring that the gender differences we uncovered do not disadvantage women in the work place - who are often part time workers - in particular.
- Schools should audit via needs analysis the key personal factors that are associated with performance such as personality, skills, aspirations, knowledge

and circumstances, and aim to bridge gaps where found, professional development and support.

### **Implications for policy makers**

- Policy makers should utilise the change processes embodied in Figure 1 above to ensure that policy responses to issues therein - specifically performance of teachers, career progression, personal development and school and individual capacity - take into account the complex relationships between them.
- In particular, policy makers need to note the clear link between school and individual contexts on one hand and school processes and outcomes on the other. In other words, policy responses need to take into account context.
- The role of senior and middle leaders in providing support - including in some cases as mentors - to third year teachers is crucial to developing both school and individual capacity, so policy makers should take care to consider this in any development programmes or standards for such leaders.
- The cultural context - to what extent schools provide a supportive developmental environment for staff to flourish - is crucial to this development of capacity, so policy makers should pay particular attention to fostering such environments and reinforcing their importance in inspection and other policy levers.
- Quality, consistency and continuity of support over *both* of the previous years in teaching influence performance in the third year. Given that the third year of teaching is for most the key transition from beginning to experienced teacher, policy makers need to ensure adequate support and development opportunities are provided in the second year of teaching as well NQT year.

## **6.2 Next Stages of the Research**

The final stage of the research (Part 5) revisits the NQT year focusing on changes from Parts 1 and 2 in issues relating to ITT route into the profession, quality, retention, induction and recruitment. A survey of the senior leaders and teachers who have recently completed their NQT year is being undertaken between October 2010 and December 2010. This will be the fifth and final survey of senior leaders and teachers in the survey sample of schools.

## **6.3 Project Website**

The project website (<http://extra.shu.ac.uk/nqtstudy/>) is continually updated and contains information about the project (including next stages and timelines), findings from the previous reports (including a literature review), and a suite of media items which consist of thematic case studies of schools and NQTs/early career teachers and 'expert' discussions about key issues explored in the research.



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