



**Sheffield
Hallam University**

-SHARPENS YOUR THINKING

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

Part 3 Report: The Second Year of Teaching

December 2009

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

Contents Page

	Page
Glossary of Acronyms and Key Terms	4
Executive Summary	7
1. Introduction	10
1.1 Project overview	10
1.2 This report	10
1.3 Timetable	11
1.4 Methods	11
1.4.1 Case studies	11
1.4.2 Case study analysis	12
1.4.3 Survey data	12
1.4.4 Survey analysis	13
2. Quality and Performance	14
2.1 Confidence	14
2.1.1 Primary	14
2.1.2 Secondary	15
2.1.3 Confidence factors variation: primary and secondary teachers	16
2.2 School wide responsibilities and relationships with other staff	17
2.2.1 Primary	17
2.2.2 Secondary	18
2.3 The impact of ITT routes to QTS	19
2.3.1 Primary	20
2.3.2 Secondary	20
2.4 Summary	21
3. Early Professional Development and Support	22
3.1 Introduction	22
3.2 Early professional development needs	22
3.2.1 Early professional development needs related to classroom practice	22
3.2.2 Early professional development needs related to wider concerns and additional responsibilities	23
3.2.3 Overview - professional development activities and support available to second year teachers	24
3.3 Targeted professional development opportunities and support	25
3.3.1 Mentorship	25
3.3.2 Targeted professional development activities for second year teachers	26
3.4 General professional opportunities and support	27
3.4.1 Line management, performance, and observations	27
3.4.2 In school professional development activities for all teachers	27
3.4.3 External training and support available to all staff	28
3.4.4 Support from senior leaders and other staff	28
3.5 Training and support for promotion	30
3.6 Perceptions of the appropriateness of early professional development and support	31
3.6.1 Views of senior leaders and NQT mentors	31
3.6.2 Views of second year teachers	32
3.7 Summary	32
4. Career development	34
4.1 Introduction	34
4.2 Additional Responsibilities	34
4.3 Views on promotion of second year teachers	35
4.4 Second year teachers' long term career goals	36

4.5 Promotion for experience/new challenges	36
4.6 Summary	36
5. Progression to the second year and retention	38
5.1 Introduction	38
5.2 Progression to the second year	38
5.3 SL overview - retention in the second year	39
5.4 Views on staff staying or leaving	40
5.5 Second year teachers' future plans: staying or moving on	40
5.6 Factors associated with retention	42
5.7 Summary	43
6. Conclusion	45
6.1 Discussion	45
6.2 Next Stages of the Research	47
6.3 Project Website	48
Appendices	49
Appendix 1 - Part 2 Survey - Senior leader responses	49
Appendix 2 - Part 2 Survey - SLT & Second year teacher (SYT) Responses	51
References	52

Centre for Education and Inclusion Research
Unit 7 Science Park
Sheffield Hallam University
Howard Street
Sheffield
S1 1WB
website: www.shu.ac.uk/ceir
e-mail: ceir@shu.ac.uk

Acknowledgements

The authors of this report are Bronwen Maxwell, Mike Coldwell, Colin McCaig and Ruth Barley.

They would like to thank Kath Aspinwall, Ihsan Caillau, Helen Cook, Jo Gledhill, 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:

Sarah Baker	DCSF
Sara Bubb	Institute of Education
Sue Hopkinson	Dore Primary School
Alison Hramiak	Sheffield Hallam University
Terry Hudson	Sheffield Hallam University
Sarah Jennings	GTCE
Jonathan Johnson	TDA
Owen Neal	GTCE
Marj Royles	Tapton School
Sally Yates	UCET / Newman University College
Tricia Young	Sheffield Hallam University
Ann Whorton	Sheffield University

Glossary of Acronyms and Key Terms

BaT	Becoming a Teacher project - <i>This six year longitudinal project was funded by DCSF, TDA and GTCE and discusses teacher's experiences of teacher training, induction and early professional development.</i>
B Ed/BA (QTS)	Bachelor of Education – <i>undergraduate route into teaching, most common for primary schools; Bachelor of Arts in Education Studies with Qualified Teacher Status.</i>
CEDP	<i>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.</i>
CPD	Continuing Professional Development - <i>training and development support for more qualified teachers.</i>
DCSF	Department for Children, Schools and Families – <i>central government department responsible for schools.</i>
D&T	Design and Technology - <i>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.</i>
EBR	Employment-Based Routes to Qualified Teacher Status, such as GTP (see below) and School Centred ITT
EPD	Early Professional Development <i>training and development specifically aimed at early career teachers.</i>
FSM	Free School Meals - <i>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.</i>
GCSE	General Certificate of Secondary Education - <i>set of British qualifications, taken by secondary school students at age of 14-16 in England, Wales, and Northern Ireland.</i>
GTCE	General Teaching Council for England - <i>regulates the teaching profession in England, through setting and maintaining professional standards for the behaviour and professional competence of teachers.</i>
GTP	Graduate Teacher Programme - <i>route into teaching that involves the trainee being placed predominantly in a school setting. This is the most common 'employment-based route' into teaching.</i>

ITT	Initial Teacher Training – <i>routes into teaching that lead to Qualified Teacher Status.</i>
LA	Local Authority.
NQT	Newly Qualified Teacher – <i>teacher in the first year after completing their ITT.</i>
OFSTED	Office for Standards in Education - <i>government agency responsible for the management of the system of school inspection defined originally by the Education (Schools) Act 1992.</i>
OTTP	Overseas Trained Teacher Programme <i>provides overseas trained teachers with the opportunity to gain qualified teacher status (QTS) while working as a teacher</i>
PGCE	Post Graduate Certificate in Education – <i>a one or two year route into teaching for those with a previous undergraduate degree, the most common route into secondary teaching.</i>
PPA	Planning, Preparation and Assessment - <i>protected non-contact time available to teachers.</i>
PSHE	Personal, Social and Health Education - <i>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.</i>
QTS	Qualified Teacher Status - <i>Accreditation for teachers in state maintained and special schools in England and Wales.</i>
RQT	Recently Qualified Teacher - <i>teacher in their second, third or fourth year after completing their ITT.</i>
SEN	Special Educational Needs - <i>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.</i>
SL	Senior Leader - <i>one member of the Senior Leadership Team responsible for the strategic direction of the school.</i>
SLT	Senior Leadership Team – <i>senior group responsible for the strategic direction of the school, consisting usually of the Headteacher, and Deputy Headteacher(s) and/or Assistant Headteacher(s).</i>
SSAT	<i>Specialist Schools and Academies Trust.</i>
TA	Teaching Assistant - <i>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.</i>
TDA	Training and Development Agency for Schools – <i>government agency responsible for ITT and continuing training and development of teacher and the whole school workforce.</i>

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 3 of the Newly Qualified Teacher (NQT) Quality Improvement study commissioned by the Training and Development Agency for Schools (TDA) which focuses on the second year of teaching.

Perception of quality and performance of second year teachers

- Second year teachers develop confidence as they settle into the role and develop an understanding of the wider context of the school including developing a better understanding of school policies and procedures.
- Second year teachers become more confident: in their dealings with parents; in time and behaviour management; in relationships with other staff; about curriculum and assessment issues; in understanding of school policies and procedures; and in relation to taking on additional school-wide responsibilities.
- Additional school-wide responsibilities are an issue for primary second year teachers but less so for secondary based second year teachers who are less likely to be offered promotions this early in their careers.
- Generally the perceived influence of Initial Teacher Training (ITT) route diminishes and individual characteristics are seen as more important than route in the longer term.
- Overall second year teachers are seen by senior leaders to be more able to manage both classroom behaviour and their own time and are better at liaising with both parents and their school colleagues than during their NQT year.

Early professional development and support

- The second year of teaching marks a major transition in the types and levels of professional development activity and support offered to early career teachers, with a major reduction in targeted, structured support and integration of second year teachers into the monitoring and support systems applied to all teachers.
- Professional development needs connected with wider concerns and responsibilities were more frequently identified by both senior leaders and second year teachers than classroom practice development needs. In primary schools these needs usually related to additional responsibilities the second year teachers were undertaking. In secondary schools the needs were part of preparing for future responsibility. Early professional development needs related to classroom practice were diverse and more frequently identified by senior leaders and mentors than second year teachers.
- Targeted structured support, in the form of formal mentorship, professional development activities designed specifically for second year teachers, or time off timetable was rarely provided. Generally second year teachers gained support through the processes open to all staff.
- Support for second year teachers was primarily provided through the performance and professional development systems applicable to all staff. Generally more support was provided in schools in the most deprived areas, and more support was available in primary than secondary schools.

- There was a notable difference in who provided support in primary and secondary schools. Senior leaders in primary and special schools played a more direct role in supporting second year teachers than in secondary schools. In secondary schools departments were the main location for support and Heads of Department played a key role in providing both formal and informal support.
- Informal support from other staff was both an intentional strategy highlighted by senior leaders, and a common and important aspect of the support experienced by second year teachers.
- The vast majority of second year teachers were satisfied with the level of support they received. There were mixed views amongst senior leaders, NQT mentors and second year teachers about the change in the type and level of support between the NQT year and the second year of teaching. Some felt it was time for teachers to become more independent and others that the reduction in support was too large and too sudden.

Career development

- There was a strong expectation within primary schools that second year teachers would take on additional responsibilities. This expectation was not shared by secondary schools.
- Views on the promotion of second year teachers were not divided by type of school; rather readiness for promotion was seen to depend on individual characteristics.
- Primary teachers tended to describe their future plans as leaving their school for promotion only if no opportunities arose where they currently work. In contrast, secondary teachers spoke of seeking promotion per se irrespective of location.
- Seeking promotion to gain experience and new challenges rather than for career development was also important for a small number of teachers.

Progression to the second year and retention

- Most teachers progressed smoothly from the NQT year to the second year in teaching. The quantitative data indicated that there were only a small number of key areas in which there were weaknesses in relation to NQTs' ability to progress, notably multi-agency working (seen as a problem by 40% of secondary NQTs and 16% of primary NQTs), and working with teaching assistants for 8% of secondary teachers (but just 1% of primary teachers). Senior leaders also saw a weakness regarding multi-agency working for over a quarter of NQTs.
- The majority of schools did not have a major retention problem in relation to second year teachers. However, as with the NQT year, a small number indicated there was a problem related to those schools facing challenging circumstances.
- Most schools took the view that staff leaving for promotion was positive, or at least acceptable, although those who had trouble recruiting replacements were understandably sometimes less sanguine.
- The vast majority of second year teachers intended to stay in their current school in the near future.

- In the longer term, the vast majority of teachers were looking for promotion, and almost all of these were prepared to move schools if necessary, and in some cases preferred to move to get a variety of experiences.
- There was disagreement over the importance of professional development to retention, with most second year teachers not seeing it as a factor, whereas some senior leaders thought it was important.

Project methodology

- A mixed method approach to data collection was used incorporating case studies and national surveys of senior leaders and second year teachers.
- In April and May 2009, a set of visits took place in 49 case study schools. Interviews were conducted with teachers, senior leaders and mentors. The case study schools were the same schools that were visited in 2008 for part 2 of the study.
- The survey data reported here relates to progression from the NQT year into the second year, and was gathered during winter 2008/09.

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 those schools (at the start of the project), and 50 case 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)
- Part 2: The NQT year (focus [from case studies] on ITT route, recruitment, with more detail [including from survey] on induction, retention and quality)
- 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])
- Part 4: The third year in teaching (focus on progression from post-NQT year; performance; EPD; promotion)
- 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 MTL).

1.2 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, and the Part 2 mixed methods report focussed in more depth on the NQT year experience, this Part 3 report looks at the second year of teaching.

At this point, our group of NQTs have moved into their post-NQT early career phase, and so our areas of analysis move on to considering the perceived quality/performance, development, support, career plans, progression and retention of these teachers. This report draw largely on the case studies and 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 second year of teaching in England, from the viewpoint of both second year teachers and the schools within which they work.

1.3 Timetable

The timetable for Part 3 is below. Note that the Part 3 quantitative elements were included in the Part 2 survey, so took place from November 2008 to January 2009.

Table 1.1 Project Timetable

Month	Work undertaken
<i>July 08</i>	
<i>Aug 08</i>	Part 2 / 3 draft questionnaire for SLTs & NQTs.
<i>Sep 08</i>	Meeting with TDA. New questionnaires designed / finalised and piloted.
<i>Oct 08</i>	Questionnaire dispatched to 700 SLT respondents and NQTs who have completed NQT year. Monitor responses and send reminders as required.
<i>Nov 08</i>	Monitor responses and send reminders as required. Prepare booster sample and questionnaire if required. Steering group meeting.
<i>Dec 08</i>	Dispatch new questionnaire to booster sample. Monitor responses and send reminders.
<i>Jan 09</i>	Qualitative contact list updated for Part 3.
<i>Feb 09</i>	Initial analysis for part 3 survey to be reported in 09/10. Prize draw for SLTs and NQTs. Part 3 case study visits arranged; .Interview schedules developed.
<i>Mar 09</i>	
<i>April 09</i>	
<i>May 09</i>	Part 3 Case study visits.
<i>June 09</i>	
<i>July 09</i>	Part 3 Case study analysis. Incentives sent to case study schools.
<i>Aug 09</i>	
<i>Sep 09</i>	Part 3 survey analysis and Part 3 qualitative data analysis. Report writing.
<i>Oct 09</i>	
<i>Nov 09</i>	Draft Final report on Part 3 survey and Part 3 case study data.
<i>Dec 09</i>	Published final report on Part 3

1.4 Methods

1.4.1 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. 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 members of the SLs, 50 with NQTs and 25 with NQT mentors).

In April and May 2009, a second set of visits took place in 49 of the 50 schools (one school dropped out of the study at that point due to organisational problems in the school). The team visited 22 secondary schools, 20 primary schools, four special schools and three independent schools.

The details of whom we interviewed in the case studies are included in Table 1.2, below. It should be noted in addition that by the second set of visits, eight of the teachers who were interviewed as NQTs in the first visits had left the school and, where possible - in two of these schools - we interviewed an alternative second year teacher. The 24 former NQT mentors interviewed included 12 SLT members, two EPD coordinators, seven CPD coordinators, and three other teachers.

Table 1.2 Interviewees and school visits made

	Primary	Secondary	Special	Independent	Total
Teacher interviews	18	20	4	3	45
SL interviews	17	20	4	2	43
Mentor Interviews	12	15	2	3	32
Schools visited	20	22	4	3	49

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 Sections 2-5 of this report as follows:

- **Quality and performance of teachers-** This refers to both personal and professional factors such as commitment, enthusiasm, subject knowledge, preparedness for assessment, classroom management, differentiation and relationship with parents. This section looks at strengths and weaknesses as well as factors affecting the quality of teaching.
- **Early professional development and support -** This chapter looks at the early professional development opportunities teachers get, who is offering the support (e.g. schools, LAs, performance manager) and at what level the support is being offered.
- **Career development -** This chapter covers promotion and future plans focussing on schools' strategies for promotion, teachers' planning for promotion and their long term career goals.
- **Progression to the second year and retention -** This section looks at why staff have stayed or left a particular school, as well as if staying or leaving is a positive or negative move.

1.4.2 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 had several, but eventually settled on four: quality and performance, support and development, career development, progression and retention. The data from each interview was then split into these broad areas and we assembled analysis packs for each area. These consisted of background data on each school and interviewee and data on the area in question (e.g. retention) separately for second year teachers, SLs and former mentors, organised by school type (primary, secondary, independent and special).

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

1.4.3 Survey data

The survey data reported here is mostly data on progression from the NQT year into the second year, and was gathered during Winter 2008/9. 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 1 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 SLTs were asked to distribute this to their second year teachers again with the option to complete the survey online. To boost the response rate a reminder hard copy was posted out to non-respondents followed by an email reminder and telephone chase ups. Following this a booster survey was posted out to increase survey respondents to over 800. In total, 827 SLTs and 465 second year teachers responded to the survey. Survey responses for SLTs and second year teachers are broken down below.

Table 1.3 Responses from follow up survey and booster sample: SLTs

Type	Paper	Online	Total returns	Total sample	Response rate
Follow up	378	47	425	706	60%
Booster	289	113	402	3844	10%

Table 1.4 Type of School: SLT Survey Respondents

Type	Total n	Total %
Primary	566	68.7
Secondary	193	23.4
Independent	38	4.6
Special	27	3.3
Total	824	100.0

Table 1.5 Type of School - Second Year Teacher Survey Respondents

Type	Total n	Total %
Secondary	253	54.4
Primary	212	45.6
Total	465	100.0

The questionnaire was divided into three sections, the first section gathered information about the school, information about the NQTs in the school and the routes from which they came. The second section asked questions around the induction of NQTs and the third section contained questions on the progress and performance of NQTs. In this report, we draw on data from this third section.

1.4.4 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 quartiles¹
- Percentage of pupils of White British origin

This analysis highlighted some differences by school type, route and between free school meals quartiles. Analyses were also conducted using a variable related to the ethnic mix of the school, but for the questions discussed in this report there were no significant differences on this variable. For further details on the quantitative sample and analysis please see the Part 2 report available online at <http://www.nqtstudy.info>.

The survey sample was ordered according to percentage of pupils entitled to free school meals, and then split into four equal groups – quartiles – for analytical purposes

2. Quality and Performance

Qualitative data derived from case study interviews suggests that perceived 'quality' of performance in second-year teachers broadly constitutes the following factors: the ability of second year teachers to take on more responsibilities in their school; their ability to understand procedures and policies and thus be less likely to require support; the ability to develop better relationships with parents, pupils and colleagues; and to be more able to manage classroom misbehaviour. Taken together these factors, expressed largely through the notion of enhanced confidence in the role of teacher, enable a smooth progression from ITT to fully established teacher status and becoming valued members of the school community by the second year of their teaching career. The following analysis looks at these factors thematically, grouped together as factors affecting: the development of confidence in the role; the taking on of additional school-wide responsibilities and relationships with colleagues; and variations that can be attributed to the legacy of the ITT route taken by our second year teachers.

2.1 Confidence

2.1.1 Primary

Unsurprisingly, most of the primary SLs that we interviewed believed that second year teachers were more confident in their dealings with both the class and other situations (highlighted by 11 SL respondents). No SL interviewees reported a negative view nor did any make specific reference to the ITT route in relation to confidence, however three SLs noted that variations in the level of confidence depended on the individual. Noticeably, two of these SL interviewees declined to offer positive comments on the improved confidence of the second year teacher(s) in question.

Mentors also noted that improved confidence in teaching and in relationships with other staff and parents was general among second year teachers (four of the seven mentors interviewed). However, among mentors it was more likely than among SLs that improved confidence was believed to be route dependent and/or reflected the individual's character. For example, one mentor reported of the second year teacher

"He is one of those people [who] when you see him, you think he should be a teacher".

In other aspects of our analysis SLs and mentors make specific links between ITT routes and individual characteristics; in this case the second year teacher had come through the PGCE route. One mentor struck a discordant note, reporting that the second year teacher in question had failed to develop confidence because of conflicting advice from more experienced teachers (in relation to a class with behaviour issues).

Second year teachers themselves were almost unanimous in specifically mentioning raised confidence and/or a more relaxed experience as second year teachers (15 out of 18 interviewees). Confidence was expressed in relation to a wider range of factors, with the most commonly cited being: dealing with parents; time management and planning; the taking on of additional responsibilities (though one interviewee noted that this had diminished confidence); behaviour management; and relations with other staff (see Table 2.1 for more information).

One interviewee summed up the overall effect of being more confident in the second year of teaching:

"Things just make sense. Things just become naturally easier. You have more subtle approach to behaviour management and things like that. You don't realise you have that because you have helped build them up, and so you become more comfortable."

The picture was not all positive, however. As noted, one interviewee reported that having to take on responsibility for personal and social health education (PSHE) without the anticipated support from a more experienced colleague had led to problems with parents in relation to sexual relationship education issues and has thus negatively affected the second year teacher's confidence. This is echoed by case study respondents in the *Becoming a Teacher's* report, where two of 16 interviewees reported the need for more training in their new role (Tracey et al, 2008: 65). Another interviewee had found confidence diminished (in relation to the NQT year) because of the more difficult behavioural issues presented by an older year group this time round. Three primary second year teachers also mentioned that their increased confidence had been offset to some extent by the loss of protected Planning, Preparation and Assessment (PPA) time from which they had benefitted as NQTs. This echoes the findings of the *Becoming a Teacher's* second year report, with one respondent arguing that the transition from NQT to teacher needs formal on-going support and that ideally such support should be career-long (Tracey et al, 2008: 25).

2.1.2 Secondary

As with primary second year teachers, enhanced confidence in teaching performance is a key indicator of quality identified by interviewees based in secondary schools. Among SL interviewees, six out of 19 specifically mentioned enhanced confidence as a feature of second year teachers in their school. For one interviewee, confidence was not only enhanced generally but in specific relation to second year teachers developing their learning and teaching styles; another noted that second year teachers were more proactive and more likely to take the initiative, and less likely to need guidance. Seen holistically, confidence is enhanced by a variety of factors neatly summarised by one interviewee:

"They are more responsive to pupil needs, because they have learnt how to get to know students better. They are more flexible, partly because they are less anxious about making decisions and more confident about working relationships. They are better at liaison because they already know some parents, are more familiar with the pattern of the school year and have begun to build up an understanding of expected pupil development through a year. They have become more confident within the classroom, have grown in authority and become more willing to speak out about things and more ready to offer opinions than in their NQT year."

Independent SL interviewees note that less preparation time is required and reflection is more apparent among this group. SL members in special schools are particularly aware of enhanced confidence which is manifested in independence, assertiveness and flexibility.

Mentors were generally very positive about the transition from NQT to second year teacher on their confidence levels, and this could be manifested in several ways, for example: lesson planning; behaviour management; thinking strategically about whole-school issues; integrating with colleagues; better relationships with parents; and becoming more aware of the 'whole child'. One mentor noted that the overall standard of second year teacher performance was better than in the past. This was borne out by the fact that nine of the 15 mentors chose to highlight enhanced confidence among their charges. One believed this was noticeable where an NQT had stayed with the school into the second year of teaching and the significant increase in self confidence from this new status and experience is manifested in a greater preparedness to contribute more fully with

colleagues, become more adaptable and be more prepared to take on new initiatives. There were similar comments from three mentors in the independent sector. Special schools are typified by large teams of adults in any given classroom, so classroom management skills (i.e. management of support staff) have to be well developed by the second year of teaching.

Second year teachers in secondary schools themselves unanimously expressed their development in terms of enhanced confidence in their own abilities as teachers or in relationship to various aspects of the job, such as: liaison with parents; relationships with other staff in school; issues relating to the curriculum and assessment; and time management (see Table 2.1 for more information). Enhanced confidence in relation to working with other staff, time management and in relation to pupil behaviour were also highlighted as examples of the transition to second year teaching by case study interviewees in the *Becoming a Teacher* report (Tracey et al., 2008: 34). Many of our second year teachers made similar links between experience and familiarity with the school: For one, everything feels easier, the year has gone by quickly, the job is more enjoyable, and [the second year teacher] knows the pupils better; for another it is all about "not being new anymore" and feeling "permanent"; for another it's about no longer taking bad behaviour as a "personal affront".

Time management is one key area (cited by seven interviewees) where experience has led to a better appreciation of priorities, as expressed by one art teacher:

"With experience, I have learned to prioritise what needs to be done at different times in the year, for example, at the moment it is more important that I mark GCSE coursework than focusing on other things that can wait and be done then... Also, with art, it is not like you can take work [home] with you. I have to do it at school so I have to organise my time quite well otherwise I will be here till seven o'clock every day. I don't want to be a teacher who's in at seven in the morning and does not leave until seven at night I would burn myself out by doing that... I don't think that is necessary".

There were negatives associated with the transition from the NQT year to the second year of teaching however, and for three interviewees the main one was time management (due to the increased workload following the loss of protected time). This was also mentioned by one of three second year teacher interviewees in the independent sector. The relatively few other negative comments were related to managing classroom behaviour and awareness of school policies and procedures (cited by the same second year teacher), and assessment issues and fear of using the support mechanisms in the school (both cited by one second year teacher).

2.1.3 Confidence factors variation: primary and secondary teachers

While both groups reported that they had become more confident in their dealings with parents, in time and behaviour management, in relationships with other staff and in taking on additional school-wide responsibilities, comparison illustrates the different contexts and priorities in each sector. For example, the taking on of additional school-wide responsibilities has enhanced the confidence for a third of our primary-based second year teachers, but only a fifth of those in secondary schools (where rapid promotions are less common). Conversely, those in secondary schools are more likely to feel more confident about curriculum and assessment issues than primary colleagues, more likely to report a better understanding of school policies and procedures and more likely to highlight support from the school. This may suggest that second year teachers in secondary schools are being allowed to develop into their roles as class teachers rather than being asked to take on additional responsibilities at this stage. A third of our second year teachers based in primary schools also highlight their enhanced confidence in relation to

the management of support staff, something that was not raised by any of our secondary-based teachers, where support staff are less common. The latest Social Trends report notes that as a proportion of the whole school workforce non-teaching staff constitute 40% of those working in the nursery and primary sectors (combined), a quarter of those working in state secondary schools and outnumber teachers almost two-to-one in Special Schools and Pupil Referral Units (Office for National Statistics, 2009). It is interesting to note that although primary interviewees were clearly more likely to have school-wide responsibilities they were less likely than those in secondary schools to report feeling more confident about relationships with other staff (Table 2.1).

Table 2.1 Confidence factors: primary and secondary

Confidence Factor	Primary (N=18)	Secondary (N=20)
Liaising with parents	7	9
Time management and planning	7	7
Relations with other staff	4	8
Taking on school-wide responsibilities	6	4
Management of support staff	6	0
Behaviour management	5	5
School policies and procedures	3	5
Curriculum and assessment	3	8
Support from the school	0	4
Personal	2	0
Longer term strategic thinking	0	2

Note: interviewees often cited more than one factor

2.2 School-wide responsibilities and relationships with other staff

2.2.1 Primary

The ability of those in second year of teaching in primary schools to integrate with other staff and become fully functioning members of the school, as well as effective classroom teachers, is seen as important by both SLs and mentors. Some of the main issues affecting confidence among primary-based second year teachers are intertwined with the taking on of school-wide responsibilities and in developing good working relationships with other staff. According to recent DCSF research, 68% of primary second year teachers surveyed had taken on the role of subject co-ordinator (compared with 24% of those in secondary schools, Tracey et al., 2008)

Seven SL interviewees made specific reference to positive aspects of second year teachers relationships with their colleagues: three in relation to having a good understanding of school policies and procedures; two in relation to the taking on of school-wide responsibilities; one each on second year teacher's awareness of new initiatives; Teaching Assistants; and appreciation of the 'bigger picture' (defined as a broader understanding of the role of a teacher). The very few negative comments mostly related to individual factors (such as a second year teacher with a 'sharp personality' which had affected relationship with colleagues) and one interviewee who worried about second year teachers taking on additional responsibility too soon.

Among mentors interviewed there was less emphasis on wider school responsibilities (one of seven mentioned this in relation to a specific second year teacher) and more on relationships with teaching assistants in the classroom (mentioned by three interviewees). One noted how a second year teacher had created a very good team environment among the TAs; another noted that generally NQTs and second year teachers are unprepared by their ITT for dealing with TAs.

Six of the interviewed second year teachers made positive comments about their developing relationships as part of the whole school. These comments are in the context of taking on a school-wide responsibility for two interviewees, while for another taking on such responsibilities is a signal that the beginning teacher has achieved the appropriate skills and the right level of understanding of school policies. Two interviewees specifically mentioned working well with (and even helping to develop) Teaching Assistants in their classrooms. Becoming integrated as a full member of staff is a theme that was mentioned by several interviewees: one reflected the feeling that second year teachers are now equal (unlike NQTs), in contrast with another who feared 'always being seen as the NQT in the school'. Development is certainly expected and anticipated by the school for one interviewee:

"As an NQT, if you are doing things for the first time, people will offer help but if you do it for the second time like writing a report, it is generally assumed that you know what you are doing... So, you should not be scared to ask because you don't know and you will never know everything."

2.2.2 Secondary

The taking on of school-wide responsibilities by second year teachers in secondary schools is closely related to enhanced confidence, something noted by five SL interviewees, as is better integration with colleagues, noted by six interviewees. One interviewee noted that this had manifested itself by the formation of a second year teacher self-support group. Another interviewee, however, found that a few second year teachers continue the bad habits picked up during the NQT year and some second year teachers are slow to move on from a focus on planning and developing an awareness of school-wide issues. A minority of interviewees specifically highlighted an awareness of school policies and procedures as a positive aspect of second year teacher quality and performance, though none were critical.

Among mentors who were interviewed the taking on of additional school-wide responsibilities was generally seen as a marker of quality (by six of the 15 mentors interviewed). However, one of these mentors did question the policy of loading on extra responsibility in teachers' second year in school, believing that the second year of teaching should be:

"Just basically to increase their skills and knowledge and develop as a teacher, not really to take on additional responsibility in their second year; still a massive learning curve, always is.... [the second year of teaching] is actually the first year when they can relax a bit and be a teacher without all the pressures of people watching over you all the time. In the second year that's where I think they should be, just be developing themselves as a teacher" (Mentor).

The taking on of school-wide responsibilities was also a factor in the integration of second year teachers into the school workforce, highlighted as a key characteristic of the development of high quality/performing second year teachers by six interviewed mentors. For one interviewee this integration comes in stages, initially seen in taking on a faculty- or subject-group role where second year teachers can 'shine' in a more restricted environment, while for another such integration can be encouraged by school-wide social

activities, a good induction process followed up by an 'open door' policy of ongoing support. Two mentors also noted better awareness of school policies and procedures as an indicator of wider awareness and better integration.

Second year teachers themselves noted the importance of developing relationships with other members of staff (eight interviewees mentioned this positively) and of taking on school-wide responsibilities, cited by four. Taking on additional responsibilities appears to be less common in secondary schools (only four of our cohort of 20 secondary-based second year teachers compared with six of our 18 primary second year teachers). The *Becoming a Teacher* survey (cited above) reported a wider gap between primary and secondary sectors for taking on a subject co-ordinator role, but more secondary teachers are asked to take on the role of form tutor (92% compared with 35% of those in the primary sector, Tracey et al., 2008: 56-57). One second year teacher noted how 'freakish' had been a rapid promotion to Head of Department: "because normally people getting Head of Department posts would be 5 or 6 years in and stepping up". This second year teacher believed that getting to grips with school and departmental policies, their own teaching and confidence are the focus for NQTs, in the second year once that is embedded "you've got to be making yourself out to be an outstanding teacher, I believe, and then possibly if you feel up to it looking for promotion". Second year teachers in the independent sector did not report additional responsibilities being added to their workload.

Developing relationships with other members of staff is reported by second year teachers as being closely aligned with enhanced confidence and the new feeling of belonging at the school. One second year teacher felt that in the NQT year he set up a barrier between himself and senior management because he was "only an NQT", but now he is happy to approach them and discuss things with them; another felt the value of being able to work more effectively with TAs and senior colleagues having known them for a longer period of time. This is of particular importance for second year teachers in special schools where classroom teachers can be outnumbered 3 to 1; this causes lot of challenges because: "there are lots of different personalities and agendas".

2.3 The impact of ITT routes to QTS

Discussions about the quality and performance of second year teachers that focussed on variations by ITT route need to be contextualised by an understanding that some schools have a preference for, and may only recruit from, one particular route. Among our case study schools none recruited from only one route, though most only made comparisons between the PGCE and employment based routes (EBRs). It seems that most schools recruit from providers they trust or are in partnership with, regardless of ITT route; in such circumstances preference variation is likely to be affected by exposure to applicants from routes offered by the preferred provider.

As we found in our earlier Part 2 NQT year report a minority of SLs noted that some aspects of NQT's preparedness varied by route. For example, those from the PGCE route were perceived to have an edge on subject knowledge, while those from employment based routes (such as GTP) were perceived to be more prepared for the planning and behaviour management aspects of the role than are those from either the PGCE or undergraduate routes. However, it should also be noted that in both the earlier NQT report and this analysis of perceptions of second year teachers, individual characteristics contribute more to the variation in perceived quality and performance than ITT route, and this tendency becomes stronger as teachers progress in their careers.

2.3.1 Primary

Case study interviews from the Part 2 NQT year phase of this research suggested that undergraduate routes are less popular with secondary schools' SLT members, and no

comments were made via the primary case study interviews analysed in this report. Amongst the 20 case study primary schools, respondents were more likely (than secondary schools) to state that they did not consider applicants from the EBRs: 19 of the schools employed NQTs from the PGCE and 18 from the Undergraduate (BA, B.Ed) route compared with only ten that reported employing NQTs via the EBRs. When it came to expressing preferences, five each favoured PGCE and Undergraduate routes; eight schools did not express a preference and two preferred the EBRs. Analysis of preference by route reveals that where NQTs are employed from all three routes (five schools), two each preferred both the EBR and Undergraduate routes and one the PGCE route. Where PGCE and Undergraduate were the two routes employed (four schools), preferences were evenly split at two for each route. Discussions about the quality and performance of primary second year teachers were a feature of only around a third of SL interviews. Three interviewees thought that although NQTs from different routes had different strengths and weaknesses on entry, there was no lasting impact, certainly not beyond the third year of teaching and if NQTs were properly support by induction. The personality of the individual second year teacher was more important for two interviewees, one SL and one of seven mentors interviewed.

In relation to individual routes, the strengths of the PGCE route were said to be subject knowledge (Mentor, SL) and classroom experience (SL). The BA (QTS) route was also seen as strong on subject knowledge (Mentor). However one SL interviewee noted two weaknesses of the PGCE; that it was not long enough; and that younger candidates (i.e. straight from school/university with little other life experience) from this route sometimes struggle to adapt quickly enough (SL). The GTP route was associated with better quality and performance among NQT/second year teachers by two SLs and two Mentors. Positive factors highlighted were the greater experience these teachers brought to the school- one each cited life experience (Mentor) and experience in the classroom (Mentor). One mentor noted that GTP candidates often have less subject knowledge (Mentor).

2.3.2 Secondary

Case study interviews from the Part 2 NQT year phase of this research revealed that among the 21 case study secondary schools, 17 reported that PGCE was either the most common route or that intake was as likely to be from each of PGCE and employment based routes. When it came to expressing preference for one route or none, eleven of the 21 schools expressed no preference; five expressed a preference for PGCE (of which four cited PGCE as most common route); four expressed a preference for the EBRs (of which only one cited GTP as its most common route).

Among SL interviewees around a third made the point that there was no lasting impact of ITT route on teachers' development, although two SLs reported that foreign trained second year teachers took longer to integrate and develop. Three noted that individual personalities were more important overall. One SL noted that they currently had seven teachers on the staff that were formerly pupils at the school and this had made a large difference; such teachers were quicker to adapt and be offered promotions (i.e. additional school wide responsibilities) while overseas trained teachers (OTTP route) usually had to spend more time adapting to the British system and required more support.

Among SLs that did express variations by route, one made specific mention of the GTP route and another the PGCE route, though both recognised that this partly reflected their own route preferences rather than any objective comparison. For example one school that employed mainly PGCEs believed that NQTs and second year teachers from both the GTP and OTP routes were 'plunged into the job immediately'.

Mentors were generally more likely to talk about the ITT routes taken by second year teachers, though they did not differ in thinking individual personalities a more important

guide to development. Two specifically noted that the route taken had no lasting effect but others were prepared to highlight the advantages of particular routes into teaching. For example, for one mentor, those from the GTP route who trained in the school were correspondingly more experienced and perform better in the school because they were trained in-house. They are a "little bit ahead of the game in the context of the school". On the other hand the four-year BA(QTS) route found favour with one mentor as it produced more well-rounded teachers while another found the PGCE route the most consistent- the progress of those from other routes was more dependent on the individual. One of three independent sector mentors mentioned a GTP candidate favourably but noted that specifically personal factors (in this case being mature) was more important than the ITT route.

As we would expect, few second year teachers had much to say about variations between ITT routes; one former PGCE student felt that the theoretical knowledge thus gained had enabled a smooth transition to teacher status, while another from the four year undergraduate route felt that the second year teacher was effectively in their fifth year of gaining experience, which contributed to enhanced confidence in the role. Another from the GTP route made the same point: having done her GTP training in the same school this was effectively her third year, and this had contributed to an early promotion. This second year teacher also noted that peers that came through the PGCE route still struggle with behaviour management and time management (although in keeping with most interviewees this second year teacher did not feel there would be any long term difference between ITT routes). ITT routes may be seen as particularly important for teaching in special schools. Of the four second year teachers interviewed, two made pertinent comments about their training; one from a four year undergraduate (B.Ed) route believed that the additional classroom practice had been good preparation for this role; while another felt that the impact of her lack of training in special needs was diminishing over time, and that the training for a different age group is not the main issue as some of the early years training feels relevant. Special schools are so different she thinks she would have found it difficult whatever age she had trained for.

2.4 Summary

The main themes emerging from the school case studies are of second year teachers developing confidence as they settle into the role and develop an understanding of the wider context of the school including developing a better understanding of school policies and procedures. Second year teachers become more confident: in their dealings with parents; in time and behaviour management; in relationships with other staff; about curriculum and assessment issues; in understanding of school policies and procedures; and in relation to taking on additional school-wide responsibilities. The taking on of additional school-wide responsibilities (including managing support staff) is an issue for primary second year teachers (for whom it is linked with enhanced confidence) but less so for secondary second year teachers who are less likely to be offered promotions this early in their careers. Generally the influence of ITT route diminishes and characteristics of the individual such as personality and temperament are seen as more important than route in the longer term. Overall second year teachers are seen by SLs to be more able to manage both classroom behaviour and their own time (though several second year teachers noted the loss of protected time), and better at liaising with both parents and their school colleagues than during the NQT year.

3. Early Professional Development and Support

3.1 Introduction

The second year of teaching marks a major transition in teachers' experience of early professional development and the approaches schools take to providing support. The NQT induction process and formal mentoring are replaced by a more individualised or "personalised" approach to supporting development, where identification of professional development needs and access to support is via the performance management and continuing professional development processes that are in place for all teachers. In the second year of teaching there is a change in the types of support needs identified, with a much stronger emphasis on support needs relating to undertaking, or preparing to undertake, additional responsibilities. There is less emphasis on needs associated with developing classroom practice. Second year teachers are expected to be proactive in identifying and taking part in training opportunities. While they are encouraged to seek out professional development opportunities they are often expected to do this themselves.

This section begins by identifying the early professional needs of second year teachers. It presents an overview of the findings of our part 2 survey on the types of professional development opportunities and support SLs perceive is available to second year teachers and then focuses on types of professional development and support being offered to second year teachers in our case studies. The views of SLs, second year teachers and their previous NQT mentor on the adequacy of the support are also presented.

3.2 Early professional development needs

The professional development needs of second year teachers in our case study schools could be broadly divided into those concerned with developing their competence in the classroom and those focused on wider concerns and responsibilities.

3.2.1 Early professional development needs related to classroom practice

In 17 schools (two independent; two special; seven primary; and six secondary) at least one of the interviewees mentioned professional development needs related to classroom practice. There was considerable variation in the aspects of classroom practice that were identified as areas for further development. There were no patterns indicating links between professional development needs for developing classroom practice and type of school. Although more SLs (14) than second year teachers (nine) identified classroom practice development needs there were no discernable differences between SLs and second year teachers in their perceptions of the areas of classroom practice where further support was needed. The professional development needs which were identified in four or more schools are tabulated in table 3.1. The most frequently mentioned professional development need was related to subject knowledge or subject teaching, mentioned by SLs and/or teachers in eight schools. In one school this related to taking on a new subject. Classroom or behaviour management was the second most frequently mentioned development need, mentioned in six schools mainly by SLs or mentors. Teaching strategies or techniques were identified as a need for development in five schools and the need for support around assessment, marking and moderation was mentioned in four schools. Developing greater understanding of learning difficulties and appropriate teaching strategies was identified as a professional development need in two of the four special schools as well as one primary and one independent school. Other professional development needs identified were improving pupil performance, teaching key stage 4 and 5, time management, dealing with parents, planning, and meeting pupils' needs.

Table 3.1 Most frequently mentioned early professional development needs relating to classroom practice

Professional development need	Primary n=20	Secondary n=22	Special (n=4) / Independent (n=3)
Subject knowledge/ subject teaching	3	4	1 Special
Classroom /Behaviour management	2	2	1 Special 1 Independent
Teaching strategies and techniques	2	3	
Assessment		2	2 Special
SEN	1		2 Special 1 Independent

Note: Some schools mentioned more than one developmental need

3.2.2 Early professional development needs related to wider concerns and additional responsibilities

Early professional development needs beyond the immediate class teaching context were more frequently identified by both SLs and second year teachers than classroom related development needs. SLs and/or second year teachers in 29 schools (11 primary; 14 secondary; 3 special and 1 independent) mentioned at least one professional development need related to wider concerns and additional responsibilities, compared to interviewees in 17 schools mentioning classroom related professional development needs. Second year teachers particularly placed greater emphasis on support needs beyond classroom teaching; eight talked about needs related to classroom practice while 16 recounted development needs related to wider concerns and responsibilities.

Table 3.2 Most frequently mentioned early professional development needs relating to concerns beyond immediate classroom practice and additional responsibilities

Professional development need	Primary n=20	Secondary n=22	Special (n=4) / Independent (n=3)
Subject leadership	6	2	3 Special
Cross-curricula leadership and stage leadership	5	1	
Generic leadership and management skills for future promotion		6	1 Independent
Gaining an understanding of the 'bigger picture'	1	4	1 Special
Pastoral role		2	

Note: Some schools mentioned more than one developmental need

There was less diversity in the types of wider professional development needs identified than classroom practice development needs. As table 3.2, which summarises the most frequently mentioned needs, illustrates wider development needs were perceived to be different in primary and secondary schools. In primary schools both SLs and second year teachers identified subject, cross-curricula and stage leadership as the main areas needing support through professional development. This reflects the early leadership responsibilities placed on second year primary teachers discussed in section 2 on quality and performance. Both SLs and teachers saw this as an immediate need to enable teachers to cope with their new responsibilities. Teachers were expected to develop skills in areas such as liaising with colleagues, leading meetings and developing curriculum plans as well as developing understanding related to their particular area of co-ordination. Subject leadership was also identified as a development need in three of the four special schools.

Unlike primary and special schools the wider professional development needs identified in secondary schools were mostly focused on two areas: developing awareness of the 'bigger picture' and generic leadership and management development as a preparation for future leadership roles. Gaining awareness of the 'bigger picture' was only identified as a need by SLs and mentors but not second year teachers. Leaders pointed to the importance of second year teachers seeing their role in a wider context, understanding why certain decisions were made, and developing greater understanding of the school improvement plan, school results, Ofsted, and the national picture.

3.2.3 Overview -professional development activities and support available to second year teachers

Table 3.3 summarises the responses from SL respondents on the types of support available to second year teachers in our part 2 survey. As the data from our cases in the following sections show, it is important to note that generally we would expect that these are activities available to all teachers in the school and not specifically designed for second year teachers.

Table 3.3 Support available to teachers in their second year of teaching. Part 2 Survey - Senior leader responses (n=807)

Activity	Total
	%
Training/workshops	97.5
Being observed by others	87.7
Observing others	82.0
Team work with experienced teachers	75.6
One to one meetings	68.2
Visits to other schools	41.9
Other	18.6

From the list of potential support activities given in the questionnaire the most frequently mentioned by SLs was formal training in the form of internal or external courses or workshops, mentioned by 97.5% of respondents. Other activities available to support second year teachers in over three quarters of the schools in the survey were being observed by others (in 87.7% of survey schools), observing others (82.0%) and team work with experienced teachers (75.6%). Other types of support available to second year teachers were one to one meetings (in 68.2% of schools) and visits to other schools (41.9%). In 18.6% of the survey schools there were other types of support available not included in the categories in table 3.3. The table represents potential opportunities for second year teachers. Our case studies, reported below, indicate that for some types of support, particularly observing others and visits to other schools, constraints such as workload and time mean that the take up of these support opportunities may be significantly lower than their availability.

Table A1.1 (Appendix 1) presents the availability of different types of support by school type. With the exception of formal training and workshops which were available in nearly all survey schools, fewer secondary schools than primaries provided second year teachers with access to each of the support activities. There was a statistically significant difference (using the chi square test) in second years teachers' access to visits to other schools (available in 23.8% secondary schools and 48.0% of primary schools $p<0.001$); team work with experienced teachers (secondary 65.1%; primary 79.1%; $p<0.001$); and one to one meetings (secondary 54.5%; primary 72.7%; $p<0.001$).

Table A1.2 (Appendix 1) presents the availability of different types of support by the free school meal deprivation indicator. For all types of support there were more opportunities to access that support in schools in the most deprived areas than in schools in the least deprived areas. This was particularly marked and statistically significant (using the chi square test) in relation to one to one meetings (least deprived 63.5 %; most deprived 76.3%; $p < 0.01$) and visits to other schools (least deprived 37.6%; most deprived 48.5%; $p < 0.05$).

3.3 Targeted professional development opportunities and support

There were few examples in our case studies of support being put in place specifically for second year teachers. The only two mechanisms for targeted support were specific CPD and mentoring. While formal mentoring was rarely provided, around half of second year teachers continued to receive informal mentoring from their NQT induction tutor. Time off the teaching timetable, in recognition of support needs, only continued for two of the second year teachers, a 5% reduction in one independent school and one day per half-term in one primary school.

3.3.1 Mentorship

The formal mentorship provided in the NQT year by the induction tutor ceased for nearly all the second year teachers in the case study schools. A designated mentor remained in place in only one primary school and one secondary school. In the primary school although the role of mentor was designated by the SLT, the nature of the relationship changed from a formal to an informal basis. In the secondary school the role is regarded as formal and undertaken by the Head of Department or Deputy Head. Usually this role is undertaken by the person who previously undertook the mentorship of the NQT.

While second year teachers' formal relationships with induction tutors ceased, support from the NQT induction tutor continued informally in around half of all primary schools (11) and half of all secondary schools (11). Informal mentorship continued in three of the four Special Schools and in one of the three independent schools. In a few instances (three primary; two secondary, one special) the continuation of the relationship was due to the NQT mentor having a designated line management role or co-ordination role in relation to the second year teacher. Usually this was happenstance, but in one special school the SLT deliberately appointed NQT mentors as performance managers for second year teachers to ensure continuity of the relationship. They intended to maintain this continuity for early career teachers for a few years. In one primary school the decision to set up an informal mentoring relationship was an outcome of transition point 3 (completed near the end of the induction year) in the teacher's Career Entry and Development Profile (CEDP). One secondary teacher specifically asked to continue being able to go to her mentor. However, most often the continuation of the relationship between the second year teacher and the trainee was not deliberately planned, but was facilitated by the frequent informal contact the second year teachers had in their everyday work with their NQT mentor. In a few instances the NQT mentor observed that the basis of the relationship had changed. The NQT mentor in one primary school recounted how the relationship had become "more personal and social - a listening ear", while a secondary NQT mentor felt that the relationship had become more equal and two-way as they worked closely together. In the same secondary school the Professional Tutor talked about the NQT mentor as a "proud parent who never lets go", while the NQT mentor in a separate interview talked of being "proud" of the second year teacher and of taking a closer interest in his progress than that of other colleagues.

Second year teachers continued to value the qualities in their NQT mentors that they had found in their NQT year, such as approachability (Primary second year teacher) or direct advice "she tells you how it is; if you've done something wrong she will tell you but also

take steps to put it right" (Secondary second year teacher). For one NQT mentor, who became the second year teacher's performance manager, having established a good relationship during the NQT year was perceived as a benefit to the new relationship as they can talk freely and "off the record" (Special).

Our findings on mentorship mirror similar trends to those found in the DCSF Becoming a Teacher survey of second year teachers (Tracey et al., 2008). The reduction in formal mentorship support was more marked in our cases than in the Becoming a Teacher Study where 34% of second year teacher survey respondents reported having a mentor during their second year of teaching, of which 77% had been allocated by their school. The teachers in our case studies, like those in the Becoming a Teacher case studies, often received informal mentor support and like the Becoming a Teacher survey respondents had good relationships with their mentors.

3.3.2 Targeted professional development activities for second year teachers

Only four schools, all secondaries, had a discrete training programme for second year teachers, and a further two secondary schools were intending to put this in place during the current school year. In two of the schools this took the form of conferences. One day early career teacher conferences were held three times a year in one school, focusing on areas such as career progression, working with others and making the move to coaching and leadership roles. In the other school all second year teachers, together with NQTs, attended a weekend away at a "posh" hotel with the senior leadership team at the beginning of the year. Separate programmes were provided for the NQTs and second year teachers, with the aim of "inducting them into our way of doing things" (SL).

The other two of the four schools providing targeted training delivered this in a series of sessions over the academic year. One school ran a recently qualified teachers course which was more open-ended than support for NQTs, and focused on new areas of research that the school is building on, for example by engaging in learning communities via the Teaching and Learning Observatory. In the other school there is a designated Early Professional Development (EPD) coordinator, the only example in our cases. The EPD coordinator negotiated with second year teachers to devise a programme of half - termly meetings covering: things that went well in the classroom; classroom management; developing tutor skills; differentiation- meeting the needs of all learners; and career development. Some meetings are led by the EPD coordinator, some by second year teachers and some by other staff with only a few years more experience than the second year teachers. There is an emphasis on reflection, sharing experiences and coaching as opposed to instruction. The programme established this year will, with consultation with next year's second year teachers, form the basis for next year's programme. The EPD Coordinator facilitates the addressing of needs that arise from the programme sessions.

There are two notable commonalities across the schools that have put in place specific professional development programmes for second year teachers. Firstly, they appear to place a high value on supporting second year teachers. As highlighted above one school has designated an EPD coordinator, another is one of the few schools that allocate a formal mentor to second year teachers, and in another school second year teachers discuss their personal development plan monthly with their Head of Department. Secondly; they are all high performing schools. One school in a deprived area and another with a mixed catchment are both graded outstanding by Ofsted. Another of the four schools is graded good with an outstanding sixth form and the fourth school is good and improving.

In another secondary school all second, third, fourth and fifth year teachers were given dedicated time to observe other teachers.

Only two schools, both primaries, mentioned the availability of Local Authority (LA) led professional development designed specifically for second year teachers. The SL in one school reported that the Borough had recognised the lack of support for second year teachers and had arranged two days of training to provide additional support. In the LA of another of our case study schools there was an option to buy in to part, or all, of a programme specifically for second year teachers. However, the school chose not to participate, although it did use the LA programme for NQTs.

3.4 General professional development opportunities and support

For most teachers support was provided through the processes applied to all teaching staff. The main mechanisms for the formal support of second year teachers were performance management, observations of teaching and school-led professional development, supplemented for some second teachers with professional development (not specifically targeted at second year teachers) provided the LA or external providers. Both SLs and second year teachers drew attention to the importance of informal support and there were frequent blurrings of the distinction between formal and informal support, for example where a Head of Department responsible for performance management also provided informal day-to-day support.

3.4.1 Line management, performance management, and observations

Most SLs identified line management, together with performance management which was usually undertaken by their line manager, and the associated observations of teaching² as the main or one of the key support mechanisms for all teachers. This was mentioned by SLs in all the independent and special schools, 14 of the 21 primary schools and 19 of the 20 secondary schools. Secondary schools SLs placed particular emphasis on formal and informal line manager support through departmental structures and performance management processes operated through departments. In primary schools SLs placed less emphasis on the structural aspects of support, and performance management and associated support was frequently provided by SLs. In a few instances (one primary, two secondary) second year teacher performance targets were linked directly to transition point 3 in the CEDP.

Far fewer second year teachers (four primary teachers; four secondary teachers and one special school teacher) identified performance management as a support mechanism than SLs. While this indicates an important difference in perceptions of the value of performance management as a support mechanism between SLs and second year teachers, it may also partly reflect the wider view SLs take of the whole performance management system compared to the teachers' more limited experience of performance review meetings. Two primary second year teachers and five secondary teachers mentioned observations as important aspects of support. They referred both to formal observations and more informal observations such as 'corridor walks' by SLs.

3.4.2 In-school professional development activities for all teachers

Second year teachers had the same access to the range of in-school professional development activities as more experienced teachers. SLs in all types of school most frequently identified in-school training sessions and workshops as the main professional development activity available to teachers (ten primary; nine secondary; one independent; three special). These were most often led by school staff, including some of the second year teachers, or occasionally by LA staff or other external training providers or

² Statutory regulations provide for a maximum of three hours of observation of a teacher per performance management cycle (S.I. 2006.2661). Guidance indicates that the actual amount of observation should be proportionate to a teacher's needs (DfES, 2006).

consultants. SLs pointed to the relevance of in-house training and the benefits in terms of time and cost. The mode of delivery of in-school training and workshop professional development varied. Some schools had a fixed programme, others organised opportunities into core and option activities, others targeted particular groups of staff or departments. Other professional development activities available in the case study schools spanned: coaching (one primary; three secondary; one independent); peer observation (three secondary); participation in school development meetings; and joining working parties. Observing others in our cases, mentioned in only four schools, all secondary, did not seem to have as much importance in practice as a support mechanism as was indicated in the survey data (Table 3.3), where 82% of all SLs (primary 83%; secondary 78%) identified observing others as a support opportunity for second year teachers. This may indicate that although observing others may be seen as important for development, and is notionally available for all teachers, it may be more difficult within the constraints of teaching for this to take place.

While SLs clearly valued the in-house professional development activities available to all staff as a support mechanism for second year teachers, the second year teachers themselves less often made reference to these activities as central to their development.

3.4.3 External training and support available to all staff.

Second year teachers were subject to the same school policies for accessing external professional development activities and support as other teachers. Most second year teachers in our case study schools had participated in some external training open to all teachers. Most frequently this was LA-led courses, mentioned in six primary schools, six secondary schools and all four special schools. SLs views of LA courses were mixed; some perceived them as good and useful, others perceived them as "too repetitive"; and "too vague and generic" (Secondary). All the SLs in special schools highlighted that while some LA course were good, others were "too mainstream" and lacked relevance to special schools. Nonetheless, all the second year teachers we interviewed had been on at least one LA course. Other external courses that second year teachers in our case study schools attended were provided by exam boards, private providers, the Specialist schools and Academies Trust (SSAT) and the National College.

Second year teachers also received direct LA support. Two primary teachers and four secondary teachers received direct support from LA advisors. In one school both the Head and the second year teacher emphasised the extensive and beneficial support given to the teacher for implementing changes to the Foundation Stage. In addition in one special school the School Improvement Advisor had supported the second year teacher, and had conducted observations.

Other external professional development opportunities taken up by second year teachers were visits to other schools and networking opportunities, such as attending cluster meetings. While some SLs emphasised the importance of visiting other schools, again, like peer observation, in our case study schools fewer teachers were undertaking this activity than would appear to be indicated in the survey.

3.4.4 Support from senior leaders and other staff

There was a noticeable difference in who provided support between primary and secondary schools, probably reflecting the difference in numbers of staff, organisation of teaching, organisational structures and cultures.

SLs in primary and special schools played a more direct role in supporting second year teachers than in secondary schools. Formal support in primary schools was often provided through performance management and observations conducted by SLT members,

and in one instance through coaching by the Head. Informal support by SLT members was mentioned as a strategy by SLs and/or as a part of their experience of support by second year teachers in nine primary schools (eight SL interviews; seven second year teacher interviews). Interestingly informal support by SLs was mentioned by both the SL and the second year teacher in only four of the cases. The importance of senior leadership support was emphasised by one second year primary teacher:

"I have realised how important the Head and SLT are to [recently qualified] teachers' happiness. They can stress you out but the ones at this school are very supportive."

In three of the four special schools SLs and or second year teachers mentioned informal support by SLs.

In contrast to primary and special schools, both formal and informal support in secondary schools was primarily located within departments. Heads of Department, or in some instances experienced staff within departments, were generally responsible for performance management, although SLs undertook some of the associated observations of teaching performance. Thirteen of the 21 second year teachers in secondary schools named their Head of Department as a key source of support, usually providing an account of experiencing a mixture of formal and informal support. Likewise, the Head of Department was identified as the main or a key support by both SLs and second year teachers in all the independent schools. In a few instances in secondary schools Heads of Year (two), or Heads of Faculty (three), were also mentioned as key sources of formal or informal support in addition to Head of Department support. A SL in one secondary school pointed to the work done by the pupil support team in supporting second year teachers by helping in classrooms, and sharing their knowledge and expertise of children and resources.

Direct support from SLs was only mentioned in three of the secondary schools. In one secondary school the second year teacher talked enthusiastically about the Head regularly asking how things were going and giving 'lots' of support. In another secondary school a nominated SL was responsible for NQTs and RQTs and could be approached for support, while the Deputy Head in another secondary was available to give support.

Informal support from other staff was both an intentional strategy highlighted by SLs, and a common and important aspect of the support as experienced by second year teachers in all types of school. Informal support of second year teachers arose primarily through their day to day interactions with other staff. Most reference was made to support from other teachers. Only one secondary teacher mentioned that support staff had provided support, in this case a member of the library staff who had previously been a drama teacher.

Sources of informal support in primary schools were widely distributed - for example the second year teacher in one primary school talked about getting support from 'everywhere'. Teams were a key focus for support (five) - more experienced teachers supporting less experienced ones as they engaged in routine practices such as joint planning and moderation of work, specific projects and problem solving. SLs in one school relied on teams to support needy teachers- "The trust is there and we go to each other ...for advice". Second year teachers also drew on key stage and subject co-coordinators for support. Pairing or 'buddying' of primary teachers for support occurred both as a formal support mechanism put in place by SLs in four schools, and more spontaneously as colleagues worked together. Usually pairings were with staff teaching parallel classes, or the same key stage, although one school set up pairings with staff in different key stages to provide a 'critical friend' relationship. It is interesting to note that the new Head in one primary

school where there had been particular problems with staff communication and team working was placing particular emphasis on pairing staff for support, and in the following year was intending to implement a 'family system' for groups to work together and share support. The SL in another primary school identified that the potential for support between teachers was restricted due to the school being a single entry school.

Informal support in secondary schools was primarily located within departments. In 13 of the secondary schools second year teachers identified informal support as an important support mechanism. Support arose either from everyday practices, or the second year teachers seeking out advice. In one school there was a policy for teachers in all departments to experiment and share their practices.

The importance of support from school staff in aiding early career professional development found in our cases resonates with the DCSF Becoming a Teacher second year teacher survey findings (Tracey et al., 2008: p. 98) where four of the five most frequent responses from second year teachers, when asked who or what had helped them in their development during the year were: colleagues at school/college (mentioned by 49%); Head of Department (14%); contact with other teachers with a similar amount of experience (10%) and Head Teacher/Principal (10%). For comparison the fifth most frequently mentioned response in the Becoming a Teacher survey was additional training, mentioned by 10% of respondents.

3.5 Training and support for promotion

Providing support that could ultimately lead to promotion was mentioned as a school strategy by nearly two-thirds of the SLs interviewed - 29 in total (12 primary; 13 secondary, one independent, three special). Generally there was a sense from both SLs and mentors that developing second year teachers for future roles was both "important" and a "responsibility" for the school, requiring "good quality" professional development (Primary SL), even if that eventually meant that the teacher moved to another school for promotion. Some SLs and mentors talked about "investing quality time" in second year teachers (one primary; three secondary) in preparation for future promotion:

"Investing time in developing "promising" second year teachers not only benefits the teacher but the school as a whole as they are equipped to take on more responsibility and fulfil more high profile "influential" roles." (Secondary Mentor)

The four targeted CPD programmes for second year teachers in secondary schools described in section 3.2.2 all had a strong focus in preparing for career progression, and seven of the second year teachers had participated in leadership and management courses (four secondary teachers and one each from primary, independent and special schools).

The need to provide support and training and for anyone who had already embarked on a promoted role was highlighted by three secondary SLs:

"It is important that anyone you promote gets the right kind of training. Induction into the new positions is not always good enough, you have to look after them and support them." (Secondary SL)

Second year teachers, too, recognised that their school supported their career development, although this was mentioned less frequently by second year teachers than SLs or mentors. Fifteen of our case study second year teachers mentioned that their school had supported their, and other early career teachers', CPD ambitions. These responses came from second year teachers in all four types of schools in our sample: three primary; seven secondary; two independent and three special schools. As discussed

in section 3.6.2 below, most second year teachers were satisfied with the support they received. However, the main area of need for training and support identified by those second year teachers who would have liked more support were related to career progression and additional responsibilities. This is discussed in more detail in section 3.6.2.

3.6 Perceptions of the appropriateness of early professional development and support

SLs, NQT mentors and second year teachers had mixed views of the appropriateness of support. Broadly two views were evident in each of these staff groups. The first is that second year teachers need to immerse themselves in teaching, and the current level and type of support is adequate. The second is that the transition from the high level of support in the NQT year to a much lower level of support, being primarily provided through the mechanisms available to all staff, is too great and that more specific, but largely informal, support needs to be put in place for second year teachers. Overall second year teachers expressed more positive views of the support they received than SLs.

3.6.1 Views of senior leaders and NQT mentors

The majority of SLs did not express an opinion on the appropriateness of the support. Of the seven SLs who expressed a direct view on the reduced level of support in the second year of teaching one felt it was appropriate as they needed to "get on with teaching and getting experience" (Primary), and another emphasised that second year teachers need to become more self-sufficient and "find themselves as a teacher" (Primary), although when further prompted they were uncertain whether more formal support was needed. SLs in seven schools (two primary; three secondary; one independent; one special) felt that second year teachers in their school were well supported - most frequently referring to high levels of informal support.

In contrast five SLs (four primary; one secondary), felt that the gap between high levels of support in the NQT year and support in the second year of teaching was too large and early career teachers needed greater support - "perhaps we need to learn you don't suddenly become 'it' when you are an RQT" (Primary SL). A range of ways of improving support in their own schools were identified by SLs, some of which were already in place in other schools- more formal mentoring (Primary SL); adapting performance management to second year teachers mirroring the CEDP Transition Point target approach (Primary SL); visits to other schools (Primary SL); setting out the expectations of the school and of the second year teacher (Primary SL); pairing and buddying both within the school and the federation (Primary SL); and being part of a network or having an external mentor (Primary SL).

Mentor views on the appropriateness of support for second year teachers followed a similar pattern to SL views, with most not making a comment on the appropriateness of support. Of those that did four were confident that second year teachers were receiving good support in their school (two independent; one primary; one secondary), whereas another four NQT mentors thought that transition required more support (two primary; two secondary). Suggestions for improving support for second year teachers in their schools made by NQT mentors were: providing scheduled time for support (Primary mentor); direct support with skills and tasks (Primary mentor); courses (Primary mentor); gaining experience of other schools (Primary mentor); coaching (Secondary mentor); structured meetings for all year two teachers to address concerns (Secondary mentor); having a mentor for observations and meetings but with less paperwork than the NQT year (Secondary mentor).

3.6.2 Views of second year teachers

Generally second year teachers, particularly those in secondary schools and special schools, were satisfied with the support they received. Twenty of the teachers (six primary; ten secondary; one independent; three special) mentioned that overall the support they received was good. There was recognition that there were different expectations on them as second year teachers and it was their responsibility to ask for support and be proactive in their own development (seven second year teachers).

Second year teachers fell into three groups in terms of their views on whether they thought the level of support they had received was sufficient. The two main groups were those who felt that they did not need any additional support (six primary; three secondary; one independent), and those that identified areas where they would have liked additional support, but nevertheless were not dissatisfied with the overall support they received (five primary; five secondary; one independent). Predominately these teachers would have liked a continuation of formal and structured support. Mentoring, particularly through the transition at the beginning of year two, and in a less intensive format, was thought important (one independent; two primary). Other types of support wanted were: more observations and the opportunity to observe others (Secondary second year teacher); having support meetings and time to reflect (Secondary second year teacher); being part of a buddy system (two secondary second year teachers); and more emotional support, in particular being told they were doing a good job (Secondary second year teacher). The third and smallest group felt the support they received was inadequate. In one primary school early support from the Deputy Head with planning fell by the wayside as other priorities took over the Deputy Head's time. Potentially this lack of support could impede the teacher's development as they had not been provided with support to address an issue with their approach to assessment, uncovered in their NQT year. A secondary teacher claimed that there was no support in place, but clearly equated support with formal mechanisms such as courses, and did mention the availability of informal support. In the other two cases in this group, both secondary schools, the teachers felt they lacked support for the new responsibilities they were undertaking - a Head of Year role and setting up a drama group. In addition two other primary teachers, while stressing that they did not want any additional support with classroom teaching, would have valued more support in undertaking their new responsibilities, and a secondary teacher would have liked more specific support regarding what career routes were open to them.

The second year teachers' overall views of support in our case studies followed a similar pattern to those found in the DCSF Becoming a Teacher study second year teacher report (Tracey et al., 2008: p117), where 76% of survey respondents rated support in their second year as either 'very good' or 'good' and only 7% rated support as 'poor' or 'very poor'.

3.7 Summary

The second year of teaching marks a major transition in the types and levels of support offered to early career teachers, with a major reduction in targeted structured support, and integration of second year teachers into the monitoring and support systems applied to all teachers.

Our case studies identified two types of early career development needs: those related to classroom practice and those focused on wider concerns and responsibilities. Both SLs and second year teachers more frequently drew attention to needs connected with wider concerns and responsibilities. In primary schools these needs focused on subject, cross-curricula or stage responsibilities, which the second year teachers were already undertaking. In contrast, in secondary schools the SLs emphasised the importance of gaining an overview of the "bigger picture" and both SLs and second year teachers

identified needs in relation to generic leadership and management development in preparation for future roles. Early professional development needs related to classroom practice were more diverse and there was no pattern that could be related to difference in school type. The most frequently mentioned needs were in relation to subject knowledge and pedagogy, classroom and behaviour management and further development of teaching strategies and techniques.

Targeted, structured support, in the form of mentorship, professional development activities or time off timetables was only provided in a few of our case study schools. However, in around half of the schools NQT induction tutors continued to provide informal support for second year teachers. While specific programmes of support for second year teachers were found in only a few schools, the schools where they were provided also provided high levels of other support and were high performing schools.

Generally second year teachers in our case studies gained support through the processes open to all staff. Formal support was provided through line management, performance management and associated observations; school-led professional development, and in a few cases LA or external courses. SLs placed a stronger emphasis on line management and performance management as support mechanisms than second year teachers. Our survey of SLs indicated that the most frequently available support for early career professional development was participation in formal training, in the form of internal or external courses or workshops. Generally, the survey found that more support was available in schools in the most deprived areas than in the least deprived areas, and less support was available in secondary schools than primary schools.

There was a notable difference in who provided support in primary and secondary schools. SLs in primary and special schools played a more direct role in supporting second year teachers than in secondary schools, where departments were the main location for support, and Heads of Departments played a key role in providing both formal and informal support.

Informal support from other staff was both an intentional strategy highlighted by SL, and a common and important aspect of the support experienced by second year teachers. Support in primary schools was more widely distributed than in secondary schools. In primary schools second year teachers drew on informal support from their immediate teams, SLs and others in key roles such as subject coordinators and key stage leaders. Informal support in secondary schools was primarily located in departments.

There were mixed views amongst SLs, NQT mentors and second year teachers about the appropriateness of the support provided; some feeling it was time for teachers to become more independent and others that the reduction in support from the NQT year was too large and too sudden. On balance the second year teachers were more positive than the SLs about the support provided. Second year teachers fell mainly into two groups: those who felt they did not need any additional support and those who would have liked more formal structured support but were satisfied with the support given. A small group of second year teachers felt that they had not received sufficient support, in some of these cases support was thought to be lacking in respect of new responsibilities, rather than classroom teaching.

4. Career development

4.1 Introduction

This chapter covers four sections. It starts by looking at additional responsibilities and views on the promotion of second year teachers from teachers', SLs' and mentors' viewpoints before discussing second year teachers' long term career goals. The chapter then concludes with a discussion on gaining promotional opportunities in order to gain new experiences and new challenges.

4.2 Additional Responsibilities

As has been discussed in Section 2.2, whether or not teachers in our case study schools had been given additional responsibilities during their second year of teaching tended to vary depending on whether they worked in a primary or secondary school. This also corresponds to the findings in the *Becoming a Teacher* report (Tracey et al., 2008).

There was a strong expectation in most primary schools that second year teachers would take on additional responsibilities. In some schools additional responsibilities were perceived as compulsory both by SLs and second year teachers themselves. SLs made it clear that second year teachers "had" (Primary SL) to take on more responsibility, and second year teachers talked of taking on extra responsibility because "this is what is expected" (Primary second year teacher). Some SLs also recognised that "second year teachers are frowned upon in this school if they don't take on extra responsibilities" (Primary SL). In one primary school subject leadership was even a requirement in the NQT year: "being an NQT in a small school cannot absolve anyone from subject leadership" (Primary SL), so the second year teacher had already become the maths coordinator in her NQT year. However, in contrast some primary SLs took a more measured approach. For example in one school the Head was keen to give second year teachers responsibilities but didn't want to force things on them and talked of supporting the transition by second year teachers sharing responsibility for a curriculum area rather than being expected to lead it on their own straight away.

Echoing the findings of the *Becoming a Teacher* Study (Tracey et al., 2008) the most frequent additional responsibility mentioned was subject co-ordination. This was identified for nine teachers in eight schools. Subject coordination of literacy or maths was mentioned by four schools (one - literacy; three - maths) and subject coordination of non core subjects by six schools (two - PSHE; one - MFL; two - PE; one - D&T) with some teachers taking on co-ordination of more than one area. Other additional responsibilities that were mentioned included responsibility for gifted and talented, English as Additional Language Learners and foundation stage maths.

Only one teacher mentioned that the pressure of their additional responsibilities was too much and they wanted to concentrate on teaching rather than take on extra responsibilities (Primary second year teacher).

In contrast to primary schools, SLs and mentors in secondary schools tended to see the second year of teaching as one where teachers were given new challenges in their work and training to support them in working towards additional formal responsibilities in the following years. Only two of the second year secondary teachers had been given significant formal additional responsibilities, in one school as a Head of Year and in another as coordinator for gifted and talented. Only in one school did SLs state that additional responsibility was expected of all second year teachers. New challenges were often designed to develop leadership and management competencies, including tasks

such as organising guest speakers or educational visits, responsibility for a key stage within a subject, and other tasks that took them beyond their immediate classroom.

Two of the teachers in our special school sample and two in our independent school sample have also taken on additional responsibilities. While our sample sizes are small for both of these school types these data suggests that these school types may take a similar approach to primary schools in giving second year teachers additional responsibilities.

4.3 Views on promotion of second year teachers

Unlike the data relating to the appropriateness of second year teachers being given additional responsibilities the data pertaining to the promotion of second year teachers, was not divided according to type of school. However, there are a number of different opinions on this subject within all three respondent groups.

Nineteen of our case study teachers stated that they personally were not looking for promotion early on in their careers. Just over half of these (11) were primary teachers. The reason given for this was the need to gain more experience as a classroom teacher before taking on a big promotion.

Some teachers feel that generally speaking it is inappropriate for second year teachers to be promoted (Primary second year teacher). However it was noted that if second year teachers were mature entrants and had prior educational experience e.g. as teaching assistants that they may be ready for promotion sooner than traditional entrants (Primary second year teacher).

A number of our other case study teachers (15) stated that they thought that the appropriateness of promotion for second year teachers depended on the individual and wasn't necessarily right for everyone:

"Promoting early career teachers depends on the individual. It's not about age or experience, it's about the skills and qualities they can bring to a role. Early career teachers should be given the same opportunities as all other members of staff."
(Special school, second year teacher)

Twelve SLs and thirteen mentors also agree that the appropriateness of promoting second year teachers depends on the individual teacher.

One primary SL highlighted a concern that teachers should have experience teaching different year groups before being promoted, therefore restricting the possibility of promoting second year teachers. Two additional primary SLs stated that they were not in favour of promoting second year teachers at all. Four mentors also support this last assertion (one primary; one secondary; two independent):

"Post NQTs get promotions over time, not in the second year but the third or fourth year. Second year teachers need to embed their teaching within the school and get experience before a big promotion." (Primary, SL)

A number of SLs (eight in total - two primary, five secondary and one independent) also caution that it is possible to promote early career staff before they are ready to take on the additional responsibility that comes with the new post.

However a large number of our case study SLs (29) from across all four school types (12 primary; 13 secondary, one independent, three special schools) stated that they and the

SLT team in their school supports development opportunities for second year teachers which can (and are expected to) ultimately lead onto promotion opportunities.

4.4 Second year teachers' long term career goals

Five of our case study second year teachers (three primary; two secondary) stated that they have no long term career goals at present, but are rather concentrating on gaining teaching experience in the here and now.

Thirteen of our interviewees would like to take up a middle management position in the longer term. Four of these respondents are primary teachers, seven are secondary teachers and the remaining two work in special schools.

Two primary teachers stated that their main goal was to build confidence in their main subject area so that they could become a subject leader. Two primary teachers were also considering a career outside of teaching.

There were a few teachers in all types of school who stated that they wanted to move on to a new school to develop their career, and teachers in all three sectors discussed the need to move on at some point to develop as a teacher, not simply in terms of career development:

"I am leaving to go to a school in [City] in July. This is not directly a result of the lack of training here as my family were moving anyway, but it is an opportunity to get proper training. The new school has offered to provide training... many retention issues are personal, but the structure the school has for promotion is also an important one." (Secondary, Second Year Teacher)

This is a similar finding to that of the survey conducted in the Becoming a Teacher Study (Tracey et al., 2008). Our case study primary teachers tended to describe their plans as only leaving for promotion if opportunities did not arise in their current school, whereas secondary school teachers were more likely to describe their plans as seeking promotion *per se*, which could be either in the school they were currently teaching in or elsewhere.

4.5 Promotion for experience/new challenges

Resonating with the Becoming a Teacher findings career development was not the only reason given by our second year teachers for seeking promotional opportunities. Four primary teachers and one secondary stated that they had gone for or were looking for a promotion because they wanted to gain new experiences and challenges to broaden their horizons of teaching and develop their individual identities as teachers.

One SL in a special school mentioned that they use CPD specifically to give staff a variety of experiences and in particular help them to expand their knowledge and skills of their own teaching and learning. A mentor in a secondary school stated that it is important to give staff new experiences in this way to show that you have confidence in them and their capabilities as teachers.

4.6 Summary

There was a strong expectation within our primary case studies that second year teachers would take on additional responsibilities. This wasn't shared by secondary schools, which tended to view the second year of teaching as an opportunity to give teachers new challenges and support in working towards gaining additional responsibility in future years.

Views on the promotion of second year teachers were not divided by type of school. A number of our second year teachers asserted that they personally were looking to gain

more experience of teaching before going for promotion and that the appropriateness of promoting second year teachers depends on the individual. Several SLs and mentors agreed that appropriateness of promoting early career teachers depends on the individual. However, some SLs also cautioned that it is possible to promote teachers too early on in their careers. Nonetheless a large number of SLs (again across all school types) support development opportunities for second year teachers that can (and are expected to) ultimately lead onto promotion in future years.

A small number of our case study teachers stated that they didn't have any long term career goals, though a number expressed an interest in a middle management post. Primary teachers tended to describe their future plans as leaving their school for promotion only if no opportunities arose where they currently work. On the other hand, secondary teachers spoke of seeking promotion per se irrespective of location. Seeking promotion to gain experience and new challenges rather than for career development was also important for a small number of teachers.

5. Progression to the second year and retention

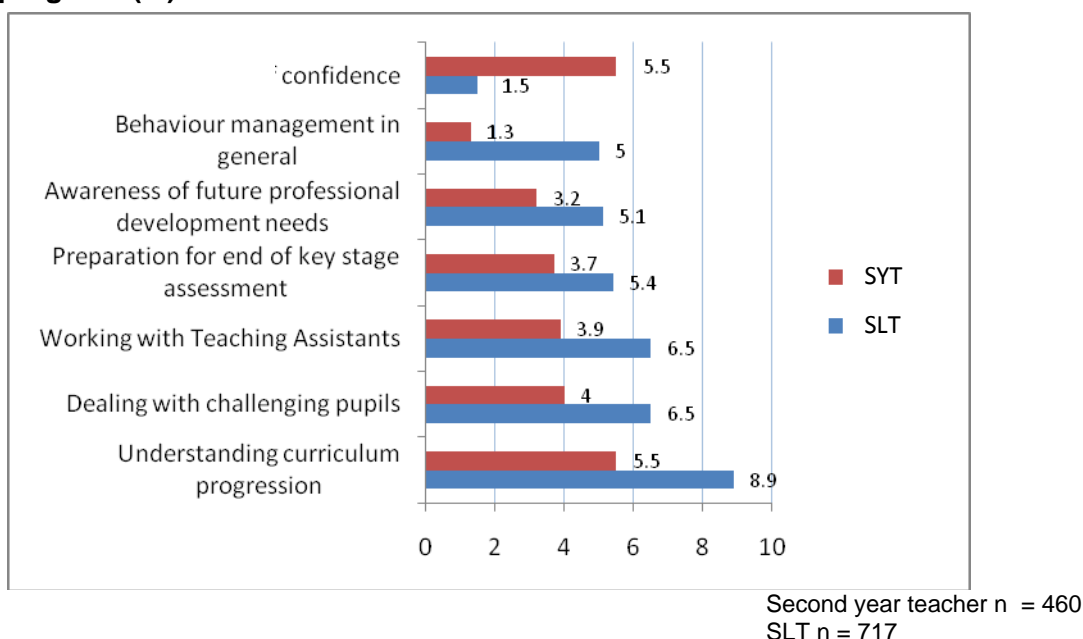
5.1 Introduction

In this section, we examine SL views on whether there is an issue in relation to progression and retention of second year teachers, and review intentions regarding staying or moving from their current school. We then examine the major influences on their retention in the school and profession, examining in particular the related issues of professional development, career development support and being valued.

5.2 Progression to the second year

Our qualitative and quantitative data indicated that there was not a major issue in relation to progression from the NQT year for the vast majority of teachers. From our qualitative sample, although eight of the 50 teachers we spoke to in their NQT year had moved schools, seven had remained in teaching (and we had no information on the destination of the eighth). We did not gather similar data from the Part 2 questionnaire (since that survey concentrated on the NQT year itself), but we did ask about strengths and weaknesses in relation to key areas of progression. For most of these areas, SLT and teacher responses indicated that fewer than 5% of schools felt there were serious weaknesses. The major exception was in relation to Multi-agency working e.g. working with social workers. Here, nearly 27% of SLT members felt there were weaknesses in NQTs' ability to progress in this area, and around the same proportion of teachers felt they were weak or very weak in this area too. Note, though, that there were a large number of missing responses to this question, indicating that many SLT members did not feel this was relevant, so this finding needs to be treated with caution. Other areas where 5% or more of SLT members or teachers themselves felt there were weaknesses are included in Figure 5.1 below. Note that for these areas (except NQT self confidence) and all those not reported here too (see appendix 2 Table A2.1) SLT members saw more weakness than did the teachers themselves. The biggest areas of weakness identified by SLT members (other than multi-agency working) were seen to be understanding curriculum progression across key stages, dealing with challenging pupils and working with teaching assistants. For the teachers the biggest weaknesses (other than multi-agency working) were seen to be understanding curriculum progression across key stages and self-confidence.

Figure 5.1: Percentage of NQTs perceived to have weaknesses in their readiness to progress (%)



There were some significant differences by sector for these key areas of weakness. As Table 5.1 below shows, whilst primary teachers had less self confidence and felt less prepared for end of key stage assessment, secondary teachers were significantly more likely to indicate they felt they had issues in dealing with teaching assistants and over 40% felt they were weak in terms of multi-agency working (compared with 16% of primary teachers).

Table 5.1: proportion of NQTs with weaknesses in their readiness to progress (by phase) percentage

	Primary	secondary
Multi-agency working e.g. with social workers ³	16.4	41.1
Working with Teaching Assistants	0.8	8.0
Dealing with challenging pupils	2.8	5.2
Self confidence	6.4	4.3
Preparation for end of key stage assessment	4.8	2.5

Primary n = 250
Secondary n = 211

5.3 SL overview – retention in the second year

Once NQTs successfully made the transition to second year teachers, thoughts turn to retaining them. As we found in the Part 2 report, there was a group of perhaps half of the schools whose SL representatives stated clearly that retention was not a major issue, often despite challenges, even if recruitment could be difficult, as with one primary school:

"Have trouble getting good quality staff at every level. There does not seem to be the applicants. Lots of TAs and support staff just not the teaching staff. The school

³ There were only 213 primary responses and 157 secondary responses here, indicating large numbers of SLs did not see this as relevant to early career teachers, so this finding should be treated with caution

does not tend to get a very good response to job adverts i.e. lack of numbers and quality applications. The school overcomes this problem by headhunting. Staffing is stable at the moment; there are no retention issues. Once the right people have been appointed they tend to stay at the school for a long time as they are well supported and valued within their different teams." (Primary SL).

In contrast, a small number of schools (at least 4 or 5) indicated a retention problem, in some cases linked to difficult catchment and temporary contracts.

5.4 Views on staff staying or leaving

In line with the previous report, there was broad agreement with the view that staff leaving for the right reasons – career development, promotion – was expected and seen not to be problematic (at least 10 schools), for example one school noted that they were " aware that we might be investing in people, preparing them to get promotion elsewhere, but we accept this. We are developing people to be creative and dynamic, not to tread water." (Primary mentor). One SL and one mentor, both also in primary schools, stated they actually encourage early career teachers to move schools to broaden their experience of teaching:

"[It's] better to go to other schools to see different ways of doing things [I] would advise someone not to get 'trapped' too long in a school even though they enjoy teaching there." (Primary mentor)

In fact, some schools noted that in more experienced teachers they looked for variety of experience themselves so had to expect that staff would leave, for example one SL noted that:

"Some early career teachers need to move on after 3 to 4 years for experience and promotion as it is beneficial for the individual. It is not viewed in a positive light if they stay at one school too long when early on in career." (Primary, SL).

Two former mentors stated that their school would support an early careers teacher to move to another school for promotion if they were unable to offer them a suitable promotion opportunity.

5.5 Second year teachers' future plans: staying or moving on

We began the interviews with teachers in the NQT year asking about their future plans, and at that point the vast majority intended to stay in teaching, with many intending to stay in their current school for at least the short term. The picture had not changed significantly by the time of their second year of teaching. This is also in line with the Becoming a Teacher Second year report, in which 80% of their sample expected to remain in the same school in the near future. Well over half of the second year teachers, including the vast majority of primary school teachers, intended to stay in the school in what might be characterised as the medium term - two to four years - to develop enough experience as early career teachers. One primary teacher noted:

"it is important that NQTs stay at the school for at least a few years to get the experience taking on more responsibilities as they progress. If early career teachers change schools early on they are not getting the right experience and not enough time to learn the teaching strategies." (Primary second year teacher);

Another made a similar point: "I do not need any inducements to stay. I do not want to take on too much responsibility until I have proved myself to be an outstanding teacher, as I will not be able to suggest what others should do until I have shown I can do it myself."

(Primary second year teacher). This group included some who had been considering leaving, and for perhaps two to four of these, some circumstances in the school had changed. For example, one teacher who had intended to leave at this point, decided to stay on to develop her experience under a new Headteacher and another now felt "comfortable and happy" in her department which had a new Head of Department who had made "a huge difference" (Secondary second year teacher).

Around a further 10 teachers – including all three special schools and all three independent school respondents who discussed the issue – intended to stay in the school for the long term. For these teachers, the culture and character of the school tended to be the main factor here (contrasting with other teachers who were more orientated towards promotion). For example, one special school teacher told us she thought she would "stay here forever" noting that "the tiny achievements make the job worthwhile." (Special, second year teacher).

Three teachers - all secondary - intended to leave due to relocation or promotion. There was also a small group of around four who were unhappy in the school and wanted to leave. The issues here tended to be related to pressures of working in schools in more deprived or challenging circumstances, or problems with department or school leadership. One primary teacher who, working in a deprived, low attaining school, felt she would leave the profession in the long term had decided to stay for the time being, in part because she was getting married over the summer and couldn't face stress of getting a new job. She had tried to leave in October, but didn't find a new school and was persuaded to stay because the school had not anyone to replace her.

The other group that were significantly more likely to feel less likely to stay – and overall came across as more anxious about their futures, unsurprisingly – were those on temporary contracts. One can get a good sense of this anxiety from one of our sample of primary teachers. She told us her contract is "a big issue" - she was "only temporary and now looking for another job" as the person she was covering for was coming back from maternity leave. She was "looking in the same area and online for vacancies although not many are advertised". She had "completed a couple of applications although competing with candidates who have just completed their training and these may seem more attractive to schools as cheaper." so she was

"worried that it maybe difficult to get a new job because so many people are applying.... may have to consider supply but [I don't] really want to go down that route; even though the money is good, it's not a permanent job. [I] would like to get a job in a school where [I] can progress and move on." (Primary second year teacher)

There was a clear sense of relief reported by those who had managed to secure permanent contracts following their NQT year.

Looking to the longer term, as in the Part 2 Report, only a small minority intended to leave the profession for fresh challenges, to teach abroad or - in two cases - due to pressures of the job.

The vast majority of our teachers were thinking about going for promotion opportunities in the future. Seven of the 45 second year teachers interviewed stated that they would think of moving to a new school in a few years time if no promotion opportunities became available in their current school. Three of these are primary teachers, two are secondary teachers and the remaining two work in Independent schools:

"[I] would consider going for another promotion but [it's] hard in school as not many people move on as can't see a way up unless someone leaves. If in a couple of years nothing becomes available would consider moving on." (Secondary, Second year teacher)

As has been discussed in the previous section there were a few teachers in all school types who wanted to move onto a new school to develop their career.

5.6 Factors associated with retention

For the majority of second year teachers we spoke to, professional development was not seen as related to retention. For example one secondary teacher noted that she didn't "make a connection between EPD and retention – [I think] EPD is organised because they have to, not because they think it will make [teachers] stay." (Secondary). In fact, some noted it might have the opposite effect, for example one primary teacher said she thought that "the school is investing in CPD opportunities to encourage [me] to stay, but the experience [I have] been given may actually lead to [my] leaving." (Primary)

The prevailing view was that promotion opportunities, not professional development, kept staff as one secondary school teacher noted: "I think [the school] try to retain staff, but not necessarily through CPD – instead they use promotion, responsibility and TLRs to motivate staff.". The view from SLs was more mixed and more nuanced, given that they had a broader perspective. On the whole, whilst they said that professional development per se did not lead to retention in some instrumental way, they supported the view that development in its broader sense was helpful. One SL (whose second year teacher was quoted immediately above) pointed out that NQTs may not be able to see that professional development was useful: "staff get good CPD here – it helps retain them, but I'm not sure they're consciously aware of this" (Secondary SL), and at least three other SLs agreed that professional development was in fact important to retention. A number of SLs, at least 8, made the point that professional development and responsibility together were important in keeping the right staff, as illustrated by these quotations:

"[I have] noticed that post induction teachers "want more". [I don't] think it's a bad thing, but they are not content to sit back and be a class teacher. Some want management experience; others want to develop highly specialised subject leadership. They are keen to take all CPD opportunities and are more active in this. In performance management meetings they are much more interested in seeking opportunities than they used to be... they will look for jobs elsewhere if they don't get offered opportunities...[We do] use CPD as a way of keeping staff. If people feel they're in a dead end job and not developing they want to move on. It takes years to be a fantastic teacher, but CPD (not necessarily the kind that involves going on courses) gives you instant results; it enthuses and motivates. Any school who doesn't consciously offer CPD opportunities is foolish." (Primary SL)

"The school prides itself on its ability to retain a high proportion of staff and [we think] it is a reflection of the way [we] structure CPD/career development, plotting a trajectory for [teachers] for several years after the NQT year. [The school] maintains a record of how all recruits over the past 8 years have fared in terms of career progression within the school. " (Secondary SL).

Providing promotion and responsibility is clearly taken very seriously by many of our schools, and the interviews show the care that was taken by many schools (at least 12) over trying to find the right opportunities for the right staff to keep them and make the most of their potential, as the quotations above indicate. At least 5 other SLs and mentors stated explicitly that their school would promote a second year teacher in an attempt to

retain them, for example one secondary SL noted that "In some instances posts are created to keep good quality staff."

However, two schools, one independent and one special school, clearly affirmed that their school does not use career development as a way to encourage staff retention.

The reasons given by SLs and mentors for their second year teachers leaving did largely centre on promotion, although some mentioned leaving due to not being suited to the profession. As we noted in the Part 2 report, this is not seen by schools as negative, with some attrition being expected.

Despite its lack of emphasis by the second year teachers, support beyond professional development was seen to be important by several SLs, at least 12, linked often to valuing staff. The issue of support was clearly more prevalent amongst primary SLs, and this was often linked to ethos of the school, again largely by primary schools. For example, the SL interviewee from one primary school in challenging circumstances said they were able to maintain good retention "because the children are delightful ... but challenging, people like the school (atmosphere), staff work well together and visitors comment positively on the ethos once they are here".

The difficulty, of course, in separating all of these related issues – offering development, valuing staff, supporting them – means that it is important to see them all as being inextricably linked; making a statement like "the school places a lot of emphasis on good support and training opportunities and tends to attract staff who are looking for this" (Secondary, SL) was common. We conclude this subsection by presenting an extended quotation from one school that indicates the links between many of the themes relating to retention:

"We have no problem with retention because we offer so many opportunities. After about three years staff start to move on for promotion. This year two staff are leaving to be Heads of Department and one is going to be a senior teacher. This is not a problem as we have managed to recruit quality replacements. It would be a problem if staff were leaving the English department. We advise staff to stay for five years. Some stay seven or ten. However, we are happy for people to stay as long as they would like to. When we appoint people for their second job, they tend to come here for the development opportunities and because it's a training school. We ask at interview why they are leaving their current post and have been surprised by the lack of development opportunities some have had. They also cite lack of support as a reason for looking to move on. Professional Development is a key thing for the school. It's conscious; it's the hub of the school. We are also keen to give people the opportunity to develop their leadership skills, and we also create opportunities for shadowing colleagues to learn about different roles and to engage in research. The ethos of the school and the support structures are good – individuals feel supported." (Secondary SL)

5.7 Summary

There were no major issues in relation to progression emerging, with the majority of NQTs progressing smoothly to their second year. However, the quantitative data indicated there was a significant issue in progression in relation to key areas, especially multi-agency working (seen as a problem with 40% of secondary NQTs and 16% of primary NQTs overall), and working with teaching assistants for 8% of secondary teachers (just 1% of primary teachers). SLs also say that there is a major problem with multiagency working for

over a quarter of NQTs, and also thought there were issues in relation to understanding curriculum progression across key stages and dealing with challenging pupils.

Across the piece, most schools did not have a major retention problem in relation to second year teachers. But, as with the NQT year, a small number indicated there was a problem either related to the school's challenging circumstances or the use of temporary contracts.

Most schools, as in the Part 2 report, took the view that staff leaving for promotion was positive, or at least acceptable, although those that had trouble recruiting replacements were understandably sometimes less sanguine.

The vast majority of second year teachers intended to stay in their current school in the near future, although a small number intended to leave due to promotion, or relocation, or due to problems in the school/department; or due to the end of temporary contracts. In the longer term, again the vast majority of teachers were looking to promotion, and almost all of these were prepared to move schools if necessary, and in some cases preferred to move to get a variety of experience.

There was disagreement over the importance of professional development to retention, with most second year teachers not seeing it as a factor, whereas some SLs thought it was important. For second year teachers, providing promotion opportunities was the single most important factor in retention. The combination of development and promotion opportunities was seen to be an important retention factor, however, by both second year teachers and SLs. This analysis indicates a complex relationship between professional development, support and career opportunities. Supporting and valuing teachers was seen to be important to SLs, but not mentioned as often by second year teachers, and value and ethos were seen to be particularly important by primary SLs. Again, there are important relationships between all of these factors - professional development, career opportunities, valuing staff and providing support - that indicate that schools that consider all of these together are in a particularly good position to manage their staff retention and recruitment most effectively.

6. Conclusion

In our conclusion we discuss the inter-relationships between our findings, outline the main foci for the next stage of the research and summarise progress on the development of the project website.

6.1 Discussion

This report has looked in detail at the transitional step-up from the NQT year into the second year of teachers' professional lives. It focuses on four complex and interrelated areas: perceptions of teacher quality and performance; professional development and support; career development; and the retention of second year teachers.

Overall, it is clear that the story of the transition from NQT to second year teacher involves a complex interaction of factors for most teachers, mentors and SLs contributing to our case studies. There are clear positives: for example, second year secondary teachers develop confidence as they settle into the role and develop an understanding of the wider context of the school, and are seen to be more able to manage both classroom behaviour and their own time and are better at liaising with both parents and their school colleagues than during their NQT year. Generally the influence of ITT route diminishes and individual characteristics are seen as more important in the longer term. For second year teachers there is less formal support, less or no protected time and (usually) more responsibilities; however this aspect of the transition seems to be positive - very few primary teachers (more likely to have to take on responsibilities than secondary teachers) fail to rise to the challenge, and very few secondary teachers seem to resent the fact that they are not expected to take on such responsibilities.

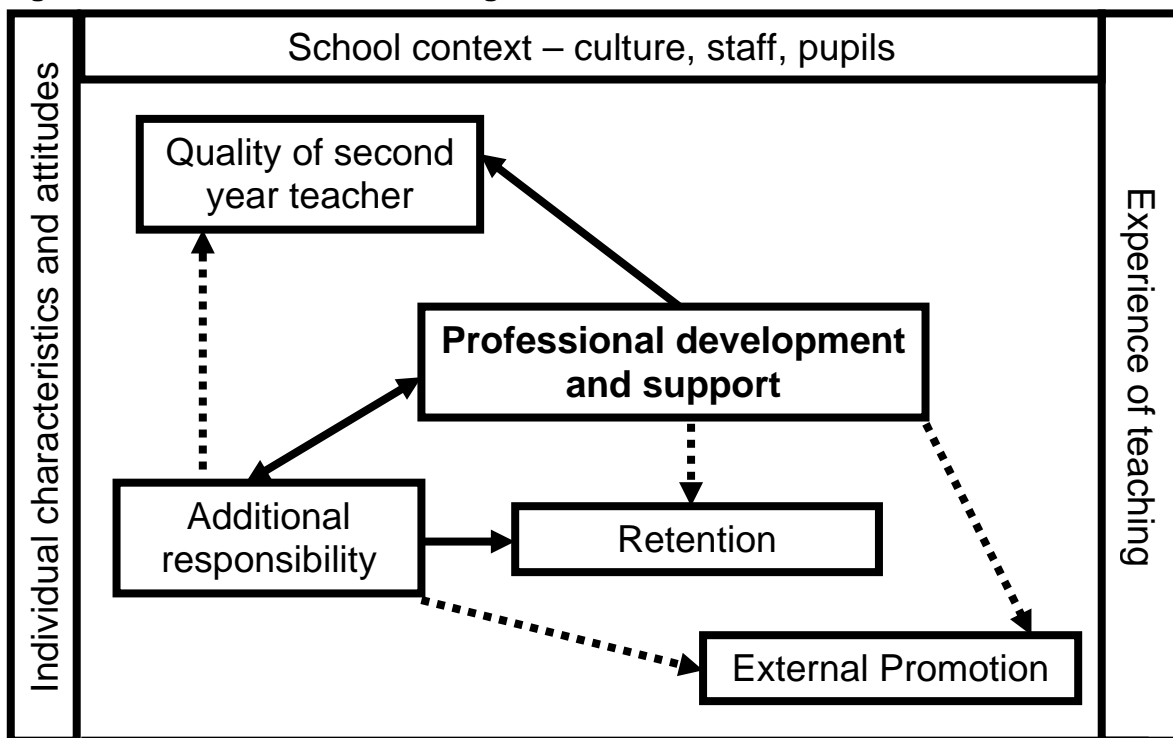
As the summary of findings at the end of each chapter has set out, the second year of teaching is noticeably different from the NQT year in the areas we examined. In this discussion we reflect further on the often complex relationships between teacher quality/performance, professional development and support, career progression and retention for second year teachers. Figure 6.1 illustrates the main linkages we found between these factors, together with the key contextual factors. Solid arrows represent links where our data indicates a strong relationship in the direction indicated by the arrow. Dotted arrows represent links where our data indicated there maybe a relationship, but there is less substantive evidence to make the claim.

The three contextual factors that we found in our study that were particularly important were individual characteristics and attitudes, school context and experience of teaching. Senior leaders, NQT mentors and second year teachers in our study all emphasised that *individual characteristics* determined the speed at which individuals were able to take on additional responsibilities or demonstrate readiness for promotion. Looking more widely at other studies, Hodkinson et al. (2004) draw attention to the ways in which individual dispositions, which emanate from all aspects of personal biography, influence the ways in which teachers engage in both formal and informal professional development opportunities in schools. Ashby et al. (2008) draw attention to the ways in which the age of early career teachers impacts on decision to stay or leave.

The *school context*, spanning school culture and organisation, together with the attitudes and capability of staff, and the nature of the student body, impact in complex ways on the quality and performance of second year teachers, and the professional development, additional responsibility and promotion opportunities available to them within the school. For example, some of the second year teachers in our study described very supportive cultures where they could go to any member of staff for support to improve their teaching, whereas in a few cases other demands on senior staff had limited the time available to

support early career teachers, in one case leaving a weakness in their teaching practice unaddressed. A number of studies draw attention to the complex relationship between school factors and retention (for example Guarino et al 2006; Smithers and Robinson 2003; 2005), and the negative effects on poor pupil behaviour on second year teacher morale, particularly when combined with a lack of senior leader support (Day et al., 2006).

Figure 6.1 Second Year of Teaching



We have identified a third contextual factor, *the experience of teaching*, which is strongly determined by the school context and the individual teacher’s characteristics and attitudes. The experience available to the teacher, and the teacher’s perceptions of the experience of teaching, are fundamental to their sense of identity as a teacher and ultimately to whether they wish to continue being a teacher.

In our study we started by examining perceptions of quality and performance, finding that confidence in different aspects of teacher performance was seen to have increased by the second year, with some variations between primary and secondary sectors. This increased confidence was associated with taking on additional school-wide responsibilities, again a feature more for primary teachers. We have illustrated this link in Figure 6.1 using a dotted arrow. These additional responsibilities were sometimes associated with internal promotion.

Career plans were central in the thinking of second year teachers, and many were considering promotion in the short or medium term, although senior leaders were more circumspect about early promotion. Although some tensions emerged in relation to preparation for promotion, with schools noting that leaving for external promotion too soon could be a problem, offering additional responsibilities and promotion was seen by both teachers and senior leaders as key to retention of the best teachers. The strength of the link between additional responsibilities and retention is illustrated in Figure 6.1 by a solid arrow, and the weaker link between increasing additional responsibilities and external promotion by a dotted arrow. This positive link between developing early career teachers for progression and retaining those teachers was also found in Smithers and Robinson’s (2005) report on teacher retention.

At the heart of all of these issues – perceived quality and performance of teachers, career development, and retention – was professional development and support. We indicate the centrality of professional development and support by placing this box in the middle of Figure 6.1, in bold type. We identified two types of early professional development: development to improve practice (and therefore quality and performance), and development related to classroom practice and development related to wider responsibilities. In Figure 6.1 we have used a double headed arrow to link additional responsibilities and professional development and support. This is in recognition that additional responsibilities, particularly in primary schools where second year teachers took on early responsibilities, generated a need for professional development and that professional development and support, particularly in secondary schools, was used as a preparation for additional responsibilities. As we have discussed above, additional responsibilities promote retention, so there we can see a link between professional development and support via additional responsibilities to retention. However, senior leaders did accept that in some instances the link from professional development via additional responsibilities may lead to external promotion rather than retention. A number of studies also point to a direct link between professional development and retention (for example Barton, 2004; Moor et al. 2005) – this link is also shown in Figure 6.1 as a dotted arrow. The link between professional development per se for development as opposed to specific career related development opportunities was apparent to SLs, but not to most second year teachers. Senior leaders saw these relationships more clearly, noting that development might actually lead to teachers leaving for promotion rather than retaining them, whereas teachers themselves tended to concentrate on specific career opportunities. While the need for targeted early career specific professional development was disputed, as our model indicates, professional development was central to the work and careers of the early career teachers we spoke with, and was at the forefront of the minds of the SLs who worked with them.

6.2 Next Stages of the Research

Part four of the research focuses on the third year in teaching with particular exploration of: progression from the second year of teaching, perceptions of performance, early career professional development and support, and promotion. A survey of the senior leaders and third year teachers is being undertaken between Nov 2009 and January 2010. This will be the third survey of senior leaders and teachers in the survey sample of schools. The third set of case study visits to 49 schools will take place between April and June 2010.

In addition to providing senior leaders' and teachers' perspectives on the third year of teaching, the survey and case studies will provide a longitudinal perspective that will enable further exploration of:

- changes in perceptions of the performance and quality of NQTs as they move through their early career (as perceived by senior leaders and early career teachers)
- the factors that influence performance and quality and how these change in relative importance during teachers' early career
- the changes in the professional development and support teachers receive during the early career period and senior leaders and teachers' perceptions of the effectiveness at different career stages
- career development trajectories, variations in trajectory by school type, and factors that impinge on being offered and successfully undertaking additional responsibilities and promotion opportunities
- the complex relationship between career trajectory, teacher retention, additional responsibility, promotion and early career professional development and support.

Further areas for exploration to be considered for inclusion in our part 4 school case studies that were identified by members of the steering group include:

- differences in the primary and secondary second appointment career market - and gender differences in career moves.
- the extent to which senior leaders and early career teachers perceive that developmental needs are best met through greater experience, or specific support and/or training.
- the role of observations in supporting early career performance and development, and whether different types of observation (for example corridor walks compared to one hour observations) have greater efficacy in enhancing performance and development.

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 two 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. Future plans for the website include a 'question and answer' section for early careers teachers and other interested parties.

Appendices

Appendix 1: Part 2 Survey - Senior leader responses -Support available to teachers in their second year of teaching.

Table A1.1 Support available to teachers in their second year of teaching by school type - Senior leader responses

		Total	Total
		%	n
Training/workshops	Primary	97.5	554
	Secondary	97.9	189
	Independent	100	37
	Special	91.7	24
Being observed by others	Primary	88.4	554
	Secondary	86.8	189
	Independent	83.8	37
	Special	83.3	24
Observing others	Primary	83.0	554
	Secondary	77.8	189
	Independent	91.9	37
	Special	79.2	24
Team work with experienced teachers	Primary	79.1	554
	Secondary	65.1	189
	Independent	73.0	37
	Special	79.2	24
Visits to other schools	Primary	48.0	554
	Secondary	23.8	189
	Independent	24.3	37
	Special	66.7	24
One to one meetings	Primary	72.7	554
	Secondary	54.5	189
	Independent	67.6	37
	Special	75.0	24

Table A1.2 Support available to teachers in their second year of teaching by free school meal deprivation indicator (FSM)- Senior leader responses

		Total	Total
		%	n
Training/workshops	Least deprived	96.3	189
	Lower middle	97.4	193
	Upper middle	98.5	196
	Most deprived	98.5	198
Observing others	Least deprived	81.5	189
	Lower middle	80.3	193
	Upper middle	82.7	196
	Most deprived	84.8	198
Being observed by others	Least deprived	86.2	189
	Lower middle	85.0	193
	Upper middle	87.8	196
	Most deprived	92.4	198
Team work with experienced teachers	Least deprived	74.6	189
	Lower middle	75.6	193
	Upper middle	75.0	196
	Most deprived	78.8	198
Visits to other schools	Least deprived	37.6	189
	Lower middle	38.3	193
	Upper middle	40.8	196
	Most deprived	48.5	198
One to one meetings	Least deprived	63.5	189
	Lower middle	63.7	193
	Upper middle	69.4	196
	Most deprived	76.3	198

Appendix 2: Part 2 survey SLT & second year teacher (SYT) Responses - Strengths and weaknesses in readiness to progress

Table A2.1 Strengths and weaknesses in readiness to progress - Survey Respondents (SLT & SYT Responses) – SYT n = 460 SLT n= 717

		Very Strong	Strong	Adequate	Weak	Very weak
Dealing with pupils		%	%	%	%	%
Having appropriate expectations of students	SLT	20.1	49.6	25.7	4.2	0.3
	SYT	17.2	63.4	19.0	0.4	0.0
Responsiveness to students' learning needs	SLT	17.8	51.9	27.4	2.4	0.4
	SYT	12.9	60.6	25.8	0.7	0.0
Behaviour management in general	SLT	16.3	51.6	27.1	4.4	0.6
	SYT	19.5	52.9	26.3	0.9	0.4
Dealing with challenging pupils	SLT	13.0	45.2	35.3	5.2	1.3
	SYT	14.4	42.4	39.3	3.3	0.7
Professional skills						
Awareness of what the job entails	SLT	34.5	50.4	12.4	2.4	0.3
	SYT	30.5	61.2	8.1	0.2	0.0
Lesson planning	SLT	30.9	52.8	13.9	2.3	0.1
	SYT	22.8	60.0	16.5	0.7	0.0
Organisational skills	SLT	20.0	54.3	22.7	2.6	0.4
	SYT	23.8	46.5	26.6	2.8	0.2
Pupil assessment/assessment for learning	SLT	18.2	50.7	26.7	3.8	0.6
	SYT	15.1	50.3	32.8	1.5	0.2
Prioritising work	SLT	11.0	49.9	34.3	4.3	0.4
	SYT	14.1	55.5	27.8	2.2	0.4
Preparation for end of key stage assessment	SLT	13.0	42.3	39.3	5.1	0.3
	SYT	14.8	45.0	36.4	3.5	0.2
Professional knowledge and understanding						
Subject knowledge	SLT	24.6	52.3	21.3	1.6	0.3
	SYT	22.9	57.4	19.4	0.2	0.0
Pedagogic knowledge	SLT	14.9	52.1	29.6	3.1	0.3
	SYT	9.0	52.5	37.6	0.9	0.0
Understanding curriculum progression across the key stages	SLT	8.6	34.6	47.9	8.3	0.6
	SYT	7.9	46.0	42.7	3.5	0.0
Personal and professional attributes						
Commitment to the school ethos	SLT	44.5	45.5	8.8	1.0	0.1
	SYT	39.5	49.5	10.8	0.2	0.0
Stamina/resilience	SLT	27.4	51.3	18.2	2.6	0.6
	SYT	30.6	51.6	16.8	0.7	0.2
Self confidence	SLT	18.9	58.8	20.7	1.4	0.1
	SYT	19.3	44.9	30.4	4.6	0.9
Awareness of future professional development needs	SLT	11.1	46.9	36.8	4.7	0.4
	SYT	10.0	45.2	41.5	3.0	0.2
Working with others						
Ability to deal with parents	SLT	15.5	50.1	31.7	2.4	0.3
	SYT	19.1	52.9	26.9	1.1	0.0
Team-working with teaching colleagues	SLT	27.0	54.0	16.1	2.4	0.6
	SYT	34.8	53.0	11.7	0.4	0.0
Working with Teaching Assistants	SLT	14.8	43.0	35.7	5.8	0.7
	SYT	24.1	42.0	30.0	3.7	0.2
Team-working skills with other support staff	SLT	11.9	44.9	38.2	4.5	0.4
	SYT	21.4	47.7	27.8	3.1	0.0
Multi-agency working e.g. with social workers	SLT	3.4	14.9	55.2	22.3	4.1
	SYT	4.6	20.2	48.8	21.6	4.9

References

ASHBY, P., HONSON, A., TRACEY, L., MALDEREZ, A., TOMLINSON, P., ROPER, T., CHAMBERS, G. and HEALY, J. (2008) *Beginner Teachers, Preparation, Induction and Early Professional Development: A review of literature* Research Report DCSF-RW076. Nottingham: Department for Children, Schools and Families (DCSF).

BARTON, A. (2004). *The Retention of Teachers of Priority Subjects during their First Three years in Service*. London, TTA.

DAY, C., STOBART, G., SAMMONS, P., KINGTON, A., GU, Q., SMEES, R. and MUJTABA, T. (2006). *Variations in Teachers' Work, Lives and Effectiveness (VITAE)*, Research Report RR743. London: Department for Education and Skills (DfES).

DfES (2006) *Teachers and Head teachers Performance Management Guidance* available <online> at http://www.tda.gov.uk/upload/resources/pdf/p/pm_guidance_october_2006.pdf

HODKINSON, P., HODKINSON, H., EVANS, K., KERSCH, N., FULLER, A., UNWIN, L., and SENKER, P. (2004), The significance of individual biography in the workplace. *Studies in the Education of Adults* 36, (1): 6-24.

MOOR, H., HALSEY, K., JONES, M., MARTIN, K., STOTT, A., BROWN, C. and HARLAND, J. (2005). *Professional Development for Teachers Early in their Careers: An Evaluation of the Early Professional Development Pilot Scheme*. Department for Education and Skills (DfES) Research report RR613.

OFFICE FOR NATIONAL STATISTICS (2009) *Social Trends No.39*, National Statistics, Newport.

SMITHERS, A. and ROBINSON, P. (2005). *Teacher Turnover, Wastage and Movements between Schools*. Research Report RR640. Nottingham: Department for Education and Skills (DfES)

The Education (School Teacher Performance Management) (England) Regulations 2006 S.I. 2006/2661 available <online> at [http://www.tda.gov.uk/upload/resources/pdf/t/the_education_\(school_teacher_performance_management\)_\(england\)_regulations_2006.pdf](http://www.tda.gov.uk/upload/resources/pdf/t/the_education_(school_teacher_performance_management)_(england)_regulations_2006.pdf)

TRACEY, L., HOMER, M., MITCHELL, N., MALDEREZ, A., HOBSON, A.J., ASHBY, P. and PELL, G. *Teachers' Experiences of their Second Year in Post* Research Report DCSF-RR041. Nottingham: Department for Children, Schools and Families (DCSF).