

The induction and training and development experiences of newly- qualified teachers and teachers in the second and third year of their careers

For

Training and Development Agency for Schools

By

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EXECUTIVE SUMMARY

The Training and Development Agency for Schools commissioned ICM Research to undertake a survey of newly-qualified teachers and teachers in the second and third year of their careers. The research was commissioned to obtain a better understanding of teachers' experience of initial training, as well as their experience of induction as a newly-qualified teacher and the training and development undertaken following their induction.

ICM received 2,545 responses to the survey and received questionnaires from every government office region and every local authority in England. In total, 1,196 responses were obtained from NQTs (or 45% of the entire responses received), 826 from teachers in the second year of their career (33%) and 511 from teachers in the third year of their career (20%).

Respondent attributes

Respondents to our survey obtained their qualified teacher status via the following routes:

- A UK postgraduate course, such as a PGCE – 70%;
- A UK undergraduate programme, such as a BEd course – 16%;
- A UK employment-based route, such as GTP – 11%; and
- Various other routes, such as overseas trained teacher – 3%.

Across the survey, 69% of respondents were trained at secondary level, while 30% were trained at primary level.¹

Prior to becoming a teacher, 54% of respondents worked in another non-teaching job, while 15% of respondents had worked as a supply teacher prior to their NQT induction.

Twenty-eight percent of respondents to the survey are male, compared with 67% who are female. The remaining 5% of respondents did not give any information about their gender.

¹ These percentages only add up to 99% as a result of rounding.

Eighty-nine percent of respondents described their ethnic background as White, while 6% were from Black and Minority Ethnic backgrounds, with the remaining 5% refusing to give details of their ethnicity.

Twenty-five percent of respondents were aged 24 years and under, 54% were aged 25-34 years and 16% were aged 35 years and over, while 5% did not give any information on their age.

Experience of teacher training

NQT entitlements

Respondents' knowledge of their entitlements as an NQT undergoing induction were generally good. Across the survey, the following proportions were aware of their rights as an NQT before beginning their induction:

- A 90% timetable – 97%;
- Have their teaching observed and to receive follow-up meetings – 95%;
- Have an induction tutor and individualised induction programme – 88%; and
- Receive the contact details of a named person in their LEA, who they could contact about their induction – 49%.

Preparation for first teaching post

The following proportions of teachers felt that their training had prepared them for their first teaching post:

- Satisfactorily prepared – 38%;
- Well-prepared – 53%; and
- Not as well prepared as they would have liked – 9%.

As part of this preparation, teachers typically went through a range of different activities during their training. The most common activities experienced were:

- Presentations or seminars with practicing teachers – 67% – and current and former NQTs – 56%;
- Experienced an activity that explained the role of induction as part of continuous professional development – 63%
- Expectations of initial meetings with induction tutor – 56%;
- Experienced how the CEDP could be used in induction – 53%;
- Reviewed their development needs commencing induction – 49%;
- Introduced to the Career Entry Development Profile – 47%;

- Received information of the role of LEA induction coordinators and induction tutors – 44%;
- Received sessions explaining what to expect in their first week of teaching – 42%; and
- Introduction to the TDA website – 19%.

These activities appear to be key in determining how “well-prepared” trainees felt for their first teaching post – with the more activities experienced, the greater likelihood that teachers would feel “well-prepared” for their first post. Indeed, those reporting they were “well-prepared” for teaching following their training were also more likely to report a broader training and development experience during their induction, as well as in the second and third years of their teaching career.

However, 9% of respondents to this survey are beginning their induction period not feeling as well-prepared as they would like. Where this is the case, these teachers did not experience the same breadth of induction-based training and support than those respondents that began their first job feeling “well-prepared”.

Additional support and guidance

As part of their teacher training, respondents highlighted a number of areas where they would have liked additional support and guidance:

- Classroom management and behaviour issues – 25%;
- Assessment and monitoring – 9%;
- More school placements and the practical experience of teaching (to observe more experienced teachers) – 9%; and
- Planning lessons – 7%.

Respondents also mentioned that their teacher training was lacking some of the “softer” aspects associated with taking a new job, such as “what to expect” during the first week of school.

Finally, 27% of respondents felt that they could have better prepared themselves for their first teaching post, typically by undertaking more planning and preparation before becoming an NQT. However, and perhaps as a result of their lack of knowledge of what CPD is as a concept, teachers recognised, retrospectively, that they could have done more in preparing themselves for their first teaching post.

Experience of induction

Timetabled teaching

Teachers were, on average, spending the following amounts of time during their induction on the following activities²:

- Timetabled teaching – 77%;
- Planning, preparation and assessment – 17%; and
- Solely on induction activities and training – 7%.

However our research suggests that a small minority of respondents have teaching timetables that do not allow them to undertake specific induction training activities or provide sufficient time to undertake planning, preparation and assessment duties.

Career Entry Development Profile

Almost all respondents (98%) had received information on of the Career Entry Development Profile (CEDP), though 26% did not use the CEDP during induction. Where the CEDP was used, respondents used it in³:

- Sessions with their induction tutor or head teacher – 61%;
- Self-reflection – 31%;
- Sessions with LEA induction coordinator – 4%;
- To set targets and objectives – 35%;
- For planning and development – 21%; and
- As a guide during their induction – 16%.

However, only 40% of those that used the CEDP found it useful, with respondents typically reporting the additional paperwork involved in the CEDP being a disincentive to use the profile. This is perhaps understandable given the administrative burden typically associated with teaching. However, this attitude may also be symptomatic of a reluctance to engage with the concept of training and development and CPD.

² As a result of rounding, these figures do not add up to 100%

³ Respondents were able to select more than one answer in this question and as a result, percentages do not add up to 100%.

NQT training and development

NQTs were receiving a range and mix of different training delivery models during their induction, such as:

- General training given to all NQTs – 47%;
- Specific key stage training – 33%;
- Specific subject area training – 55%;
- An individualised induction tailored to their training and development needs – 66%.

Across the survey, 14% of respondents received each one of the four delivery models described above, while 12% reported that they did not receive any at all.

A range of topics were typically covered during induction training, with respondents most commonly experiencing sessions on:

- Behaviour management – received by 88% of respondents;
- Assessment and monitoring – 83%;
- Special educational needs – 74%;
- Inclusion – 58%; and
- ICT training – 57%.

The research also highlighted a proportion of teachers that were, perhaps, in greatest need of an individualised induction programme – that is, those stating that their initial teacher training had not prepared them as well as they would have liked for their first teaching post. Across the survey, 40% of those that did not get an individualised induction programme were “not as well prepared” as they would have liked for their first teaching post.

The training received by NQTs was typically delivered by staff based in schools, as well as external training providers, such as LEA training providers and universities. Where teachers received training during their induction, high proportions rated it as “useful”.

Additional support and guidance

Respondents suggested areas where additional guidance or support would have been useful during their induction period. These areas were typically identified as lacking in a teacher’s induction also tended to emerge as

lacking in their teacher training. The most commonly mentioned areas of support and guidance that respondents would have liked to receive were:

- Subject specific – 8%;
- Behaviour management – 7%;
- Time management – 6%; and
- Working with parents, teachers and support staff – 5%.

Across the survey, 18% reported that they were as prepared as much as they could have been for the second year of their career. In contrast, 23% believed that they could have better prepared themselves for their second year of teaching by, for example, observing more experienced teachers in their school and attending more training courses.

Experience following induction

Additional responsibilities

Across the survey, 86% of teachers took on additional tasks or responsibilities after they completed their NQT induction, with those in the third year of their career (90%) more likely to do this than those in the second year of their teaching (86%).

The most common tasks taken on by teachers were:

- Form tutor – taken on by 57% of respondents;
- Mentoring and management roles – 34%;
- Teaching a subject not trained to teach – 31%
- Taking responsibility for an area of learning – 29%;
- Becoming a department or subject head – 29%; and
- Teaching an age range not trained to teach – 9%.

However, despite being relatively inexperienced teachers and taking on tasks that require specific skills, large proportions of respondents reported that they were not given any additional training or support to prepare them for these responsibilities. While in some cases this training may not have been required, in other cases – such as where teachers took on managerial responsibilities, departmental or subject responsibilities or teaching a subject or age range they were not trained to teach, this perhaps, is not the case.

Where teachers were given training and support to assist with these new roles, it was delivered by a wide range of school-based staff, such as SENCO staff, deputy heads, induction tutors or head teachers, heads of

department, ASTs, as well as LEAs and universities. Furthermore, where this training was given it was highly-rated by respondents.

A substantial proportion of respondents reported that issues around performance management and training and development appeared to be lacking in their induction – perhaps demonstrating a disjoint between government policy and local application. For example, 20% respondents did not identify their training and development needs for their second year of teaching. The same proportion reported that their performance management objectives had not built on an end of induction review, while 40% did not have a training and development plan.

Even where training and development and performance management activities were undertaken, they were often missing important aspects of the tasks. Furthermore, many teachers identified that they could have better prepared themselves for their second year of teaching by spending more time planning and preparing and being more familiar with the school and the curriculum they were teaching.

However, where teachers had a training and development plan, 75% felt confident that it would help with the transition from the end of induction to their second and third year of teaching. Again, when respondents were asked to give examples of things that would have been useful in supporting their training and development or planning their own career, teachers spoke of requiring more training courses, observing other teachers teaching, receiving more reviews and feedback or needing more time training in a classroom, as well as more support from their mentor, tutor and heads of departments. These are the same issues that emerged as lacking in initial teacher training.

1. METHODOLOGY AND BACKGROUND

The Training and Development Agency for Schools (TDA) commissioned ICM Research to undertake a survey of 1,000 newly-qualified teachers (NQTs) and teachers in the second and third year of their careers.

The focus of the research was to obtain a better understanding of teachers' experience of initial training, as well as their experience of NQT induction and training and development undertaken following induction. ICM and TDA designed a quantitative survey to undertake the project, initially by telephone and then by post and online.

Methodology

The survey was initially undertaken by telephone, and began on 31st March 2006 using a list of all schools in England compiled by Education Direct. Interviewers contacted schools at random to arrange appointments to undertake telephone interviews with 1,000 teachers – 500 NQTs, 300 teachers in the second year of their career and 200 teachers in the third year of their career.

However, there was a great deal of difficulty in securing interviews with teachers eligible to take part in the survey. ICM's interviewers typically spoke to school administrative staff and receptionists, who were not always aware of the status of the teachers in school, or the name of the school's induction tutors. Furthermore, interviewers also tried to speak with head teachers or other senior managers to ascertain the contact details of induction tutors, NQTs and teachers in the second and third year of their career.

As a result of the delays associated with identifying possible participants to the survey, ICM ended telephone interviewing on 25th May 2006, by which time 514 completed interviews had been achieved.

Change of methodology

In order to ensure that the survey was answered by at least 1,000 respondents, ICM and TDA switched the mode of the research to a self-completion postal questionnaire, complemented by an online survey. ICM printed 10,000 questionnaires and sent three questionnaire packs –

containing instructions for completing the questionnaire, the web address where the survey could be completed online, a questionnaire and a freepost return envelope – to a random selection of schools across England.

The questionnaire packs were addressed to each school's head teacher with a letter requesting they distribute a questionnaire pack to an NQT, a teacher in the second year of their career and a teacher in the third year of their career. Where schools had more than one teacher in any of the above categories, the head teacher was asked to pass on an internet address where potential respondents could either download a PDF of the survey or complete an online version of the questionnaire.

ICM also sent out a letter to each local authority's education department requesting that the details of the survey be passed onto any teachers eligible to take part in the survey.⁴ A great many authorities were able to do this, while others were unable to this, due to a lack of time or resources.

Fieldwork dates and responses

The postal surveys and letters to LEAs were dispatched during week commencing 5 June 2006, with an advertised closing date – shared with the online survey – of 30th June 2006. However, after requests from some schools and LEAs for more time to complete or distribute surveys, ICM extended the closing date until 14th July and stopped accepting questionnaires on that date – the same date that the online survey closed.

As a result of this change of methodology, ICM was successful in securing a further 1,553 completed paper questionnaires and 478 online questionnaires, giving a total of 2,545 completed surveys (including the 514 completed telephone surveys).

Accuracy of the data

Tests of statistical reliability are based on the assumption that each respondent has an equal probability of being selected in a research project. Unfortunately, this was not the case with the survey of teachers undertaken by ICM and as a result, it is not possible to estimate the confidence intervals

⁴ After completing the first phase of this research for the Teacher Training Agency (as it was known at the time) in 2004 and 2005, researchers noted that many authorities maintained a database of NQT contacts in their schools.

of the data. However, the practice of testing for statistical reliability among non-probability sampling research projects is common among social researchers, and this was undertaken for this project by ICM.

The differences between sub-groups that are statistically significant are based on the Quantum significance test. Based on the achieved sample of 2,545 interviews, aggregate findings would be reliable to within +/- 2 percentage points based on 95 per cent confidence intervals. For the results of the interviews with the survey's 1,196 NQTs, results should be accurate to +/-2.9 percentage points. For the 826 teachers in the second year of their career, results should be accurate to +/-3.5 percentage points and for the 511 teachers in the third year of their career, results should be accurate to +/-4.4 percentage points. Only where statistically significant differences occur among sub-groups of respondents to the survey, has this been reported in the data.

Finally, throughout the report, there are instances where percentages do not add up to 100%. Where this is the case, it is due to rounding the figures to whole numbers. In other cases, some lists of data in the text, as well as tables and charts show total percentages in excess of 100%. Where this is the case, respondents were able to select more than one answer option to a question.

Respondent attributes

ICM received 1,196 responses from NQTs (or 45% of the entire responses received), followed by 826 teachers in the second year of their careers (33%) and 511 teachers in the third year of their careers took part in the survey (20%). The remaining 12 respondents refused to give any details about which year of their teaching career they are in.

Across the survey as a whole, the personal demographic data collected from respondents – for example, their age, gender, ethnicity and region – broadly matches the data produced by the GTC (see “Annual Digest of Statistics: Registered teacher profiles 2005-2006”, General Teaching Council for England, June 2006 [see www.gtce.org.uk/AnnualStatistics]).

As a result of the sampling and research strategy used by ICM, completed questionnaires were received from every government office region and every local authority in England. The numbers of responses by government office region are presented in Table 1.

Table 1 Responses by Government Office Region

Government Office Region	Overall Total	Total NQTs	Total Year 2	Total Year 3
North east	126	55	46	25
North west	285	127	80	78
Yorkshire and the Humber	222 ⁽¹⁾	94	82	45
East midlands	175	77	54	44
West midlands	226	110	70	46
East of England	267	148	88	31
South west	246	111	88	47
London	219	114	64	41
South east	382	176	113	93
Not stated/refused/unknown	397 ⁽²⁾	184	141	61
Total	2,545	1,196	826	511

Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)

Base: All respondents (2,545)

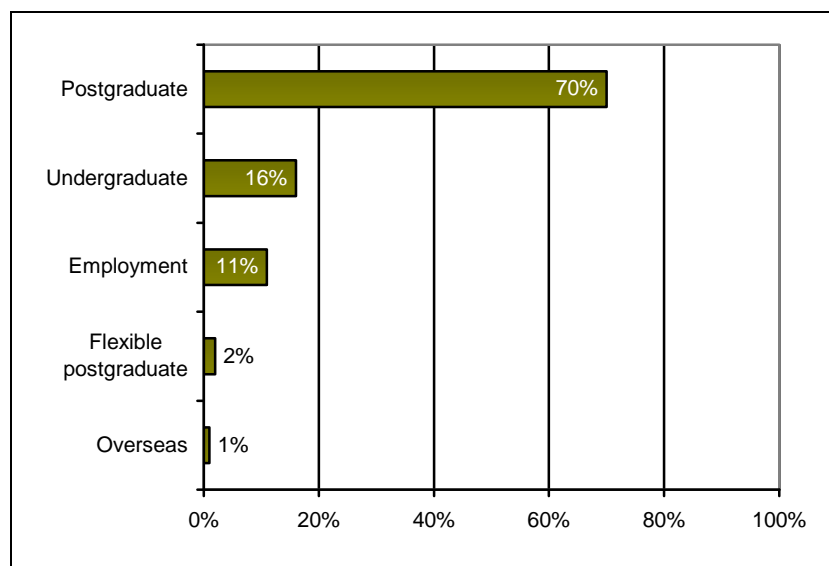
Notes: 1 – Includes one respondent that did not give information on their year of teaching,

2 – Includes 11 respondents that did not give information on their year of teaching or region

Qualified teacher status route and current phase of teaching

The majority of respondents – 70% – obtained qualified teacher status (QTS) via a UK postgraduate course (such as a PGCE), followed by 16% undertaking an UK undergraduate programme (such as a BEd course). Just over one in ten (11%) received their qualified teacher status after following a UK employment-based route (such as GTP), while smaller proportions followed flexible postgraduate courses (2%) or were overseas trained teachers (1%).

Chart 1 Respondents' routes to qualified teacher status



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
 Base: All NQTs and teachers in the second and third year of their career (2,545)

The vast majority of respondents – 93% – are working in State schools and 6% are employed in independent or private schools, while 1% refused to give this information. Fewer than 4% of respondents are working as part-time teachers, while 96% are working full-time. The majority of teachers in our survey – 69% – are currently working at secondary level or above, while the remainder were trained to teach at primary level. This information is presented in Table 2 below.

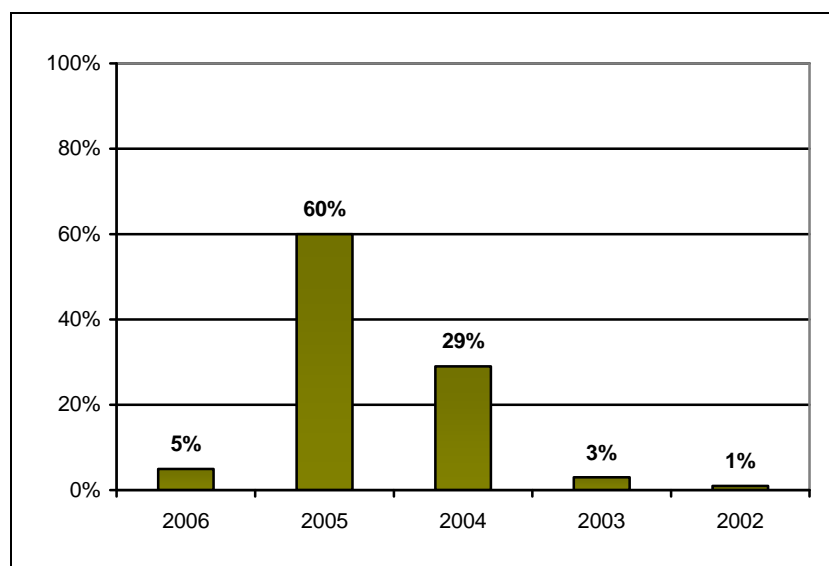
Table 2 Teaching phase currently working in

Phase	Per cent
Early years	4%
Key stage 1	7%
Key stage 1/2	3%
Key stage 2	15%
Key Stage 2/3	2%
Secondary	69%

Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
 Base: All respondents (2,545)

The majority of respondents, some 89%, obtained their qualified teacher status in 2004 and 2005, while the remaining 11% of respondents obtained QTS in 2002, 2003 or 2006. This information is shown in Chart 2.

Chart 2 Year attaining Qualified Teacher Status



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)

Base: All respondents (2,545)

Note: A further 2% of respondents did not give details of the year they obtained QTS

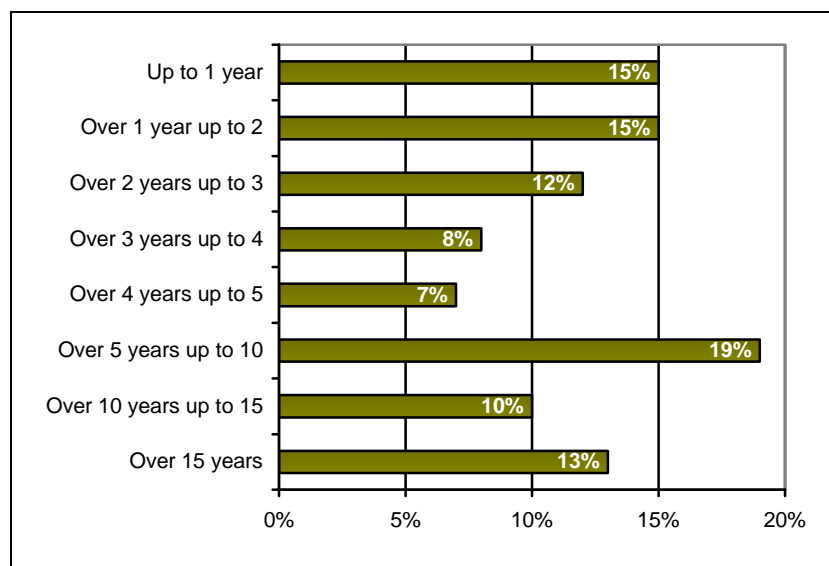
Working before training to become a teacher

Across the survey, 54% of teachers worked in another job prior to becoming a teacher.⁵ In total, 28% of those teachers that followed an undergraduate course worked before training to become a teacher, while 56% of those following postgraduate routes and 79% that followed employment-based training routes had worked prior to training to become a teacher.

Of those that worked prior to training to become a teacher, a high proportion had worked for a substantial amount of time before joining the profession. Chart 3 shows that 42% of respondents had worked for 5 or more years and 22% had worked for more than 10 years in another profession before becoming a teacher. The length of time that those who worked before training to become a teacher is presented in Chart 3.

⁵ Respondents were asked to exclude any work they did as a supply teacher or as a student.

Chart 3 Length of time working prior to training to become a teacher



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All respondents working in a permanent job before training to become a teacher (1,375)
Note: As a result of rounding, the total percentage does not add up to 100%

Working as a supply teacher before NQT induction

In our survey, 15% of respondents worked as a supply teacher prior to undertaking NQT induction. Of those following an undergraduate training routes, 31% worked as a supply teacher prior to undertaking NQT induction, compared to 12% following postgraduate training routes. Of those working as a supply teacher before beginning NQT induction, the vast majority (68%) worked for less than one year.

As part of the training process, where NQTs undertake supply teaching before beginning their induction, they should only complete a maximum of four terms of teaching as a supply teacher. Our data shows that high proportions of those completing our survey may have breached this limit. However, there is no further information in the survey to explain this apparent anomaly.

This information, as well as the length of time respondents worked as a supply teacher is presented in Table 3.

Table 3 Employment as a supply teacher before undertaking NQT induction

Length of time employed	Per cent
Up to 1 year	68%
Over 1 year up to 2 years	6%
Over 2 years up to 3 years	4%
Over 3 years up to 4 years	2%
Over 4 years up to 5 years	1%
Over 5 years up to 10 years	1%
Over 10 years	2%
Don't know	15%

Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All respondents working as a supply teacher before undertaking NQT induction (376)
Notes: As a result of rounding, percentages do not add up to 100%

Age, ethnicity and gender

The majority of respondents – 67% – to our survey are female, compared with 28% of responses coming from males.⁶ Table 4 shows the age profile of those responding to the survey, with 54% of respondents to the survey aged 25 years and over, reflecting the proportion of those following postgraduate training routes into teaching.

Table 4 Age breakdown of respondents

Age band	Per cent
18 – 24 years of age	25%
25 – 34 years of age	54%
35 – 44 years of age	10%
45 years and over	6%
Refused	5%

Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All respondents (2,545)

Finally, 89% of respondents described their ethnicity as White, while 6% were from Black and Minority Ethnic backgrounds.⁷ Of those from Black and Minority Ethnic backgrounds, the single-largest ethnic group was those from

⁶ A further 5% refused to state their gender.

⁷ A further 5% refused to give details of their ethnic background.

Asian or British Asian backgrounds (2%), followed by those from mixed race backgrounds (1%) and Black or Black British backgrounds (1%).

2. EXPERIENCE OF TEACHER TRAINING

The following section presents data from 2,002 teachers – 1,196 NQTs and 826 teachers in the second year of their career.

The section covers their experience of teacher training, looking at:

- Preparation for employment as a teacher;
- Teacher training activities;
- Awareness of NQT entitlements;
- Suggested additional support during teacher training; and
- Self-preparation for first teaching appointment.

Section summary

Respondents knowledge of their entitlements as an NQT undergoing induction were generally good: 97% of respondents were aware of their entitlement to a “90% timetable”, 96% knew that their teaching should be observed and they should receive follow-up meetings, while a slightly lower proportion – 88% – were aware of their entitlement to an induction tutor and individualised induction programme. However, a much lower proportion - 49% – was aware of their entitlement to receive the contact details of a named person in their LEA, who they could contact about their induction.

Forty-seven percent of trainees were introduced to the Career Entry Development Profile, and experienced how the process could be used in induction, while similar proportions reviewed their development needs commencing induction, were given information on the role of LEA induction coordinators and induction tutors, as well as sessions explaining what to expect in their first week of teaching.

A key aspect of initial teacher training is the extent to which trainees are introduced to the concept of continuing professional development. However, only 63% of respondents had experienced an activity that explained the role of induction as part of continuous professional development.

Across the survey, teachers mentioned that they would have liked more training and support during their teacher training on behaviour management, assessment and monitoring, as well as more teaching placements in schools and the opportunity to observe more experienced teachers in the classroom.

Respondents also mentioned that their teacher training was lacking some of the “softer” aspects associated with taking a new job, such as “what to expect” during the first week of school.

However, and perhaps as a result of their lack of knowledge of what CPD is as a concept, teachers recognised, retrospectively, that they could have done more in preparing themselves for their first teaching post.

The vast majority of teachers felt that their training had either satisfactorily prepared (38%) or well-prepared (53%) them for their employment as a teacher. As part of this preparation, teachers typically went through a range of different activities during their training. The most common activities experienced were presentations or seminars with practicing teachers and current and former NQTs, as well as the role of induction as part of continuous professional development, expectations of initial meetings with your induction tutor, presentations or seminars with current or former NQTs.

These activities appear to be a key factor in determining how well-prepared trainees are for their first teaching post. Indeed, the extent to which those reporting they were “well-prepared” for teaching following their training were also more likely to report a broader training and development experience during their induction, as well as in the second and third year of their teaching career.

However, 9% respondents to this survey are beginning their induction period not feeling as well-prepared as they would like. Where this is the case, these teachers did not experience the same breadth of induction-based training and support than those respondents that began their first job feeling “well-prepared”.

As part of their teacher training, 25% of respondents would have liked more guidance and support around classroom management and behaviour issues. Other areas highlighted by respondents was the need for more school placements and the practical experience of teaching, as well as more information on what to expect during their first teaching post. Finally, 27% of teachers felt that they could have better prepared themselves for their first teaching post, typically by undertaking more planning and preparation before becoming an NQT.

Teacher phase trained to teach

The majority of teachers in our survey – 68% – were trained to teach at secondary level and above, while 30% were trained to teach Early Years or in Key Stages 1 to 2 (EYKS1-2). The phase that teachers were trained to teach is presented in Table 5.

Table 5 Teaching phase trained to teach

Phase trained to teach	Proportion
Early years	5%
Key stage 1	5%
Key stage 1/2	21%
Key stage 2	3%
Key Stage 2/3	3%
Secondary and above	68%

Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)

Base: All NQTs and teachers in the second year of their career (2,022)

Notes: Some teachers selected more than one Key Stage that they were trained to teach. As a result, the total percentage in this table exceeds 100%

Those following EYKS1-2 training routes – 32% of the total – were twice as likely to be female (36%) than male (18%), as well as aged under 24 years (37%) or aged 35 years and above (35%). In addition, the teachers following EYKS1-2 were more likely to have worked as a supply teacher before undertaking their NQT induction (50%) and to follow undergraduate teacher training courses (70%). As a result of this profile, these teachers tended to work in smaller schools, with 90% working in schools with less than 500 pupils.

In contrast, those that trained to be secondary school teachers made up 68% of all respondents. As a result, these teachers were more likely to be male (81%) and have followed postgraduate teacher training routes (78%).

Preparation for employment as a teacher

Respondents were asked to state the extent to which their training prepared them for employment as a teacher. Nine percent of teachers reported that their training left them not as well-prepared as they would have liked. In contrast, the vast majority of respondents were prepared for their first teaching position, with 38% reporting that they were “satisfactorily” prepared and 53% reporting that they were “well-prepared”. Those that felt “well-

prepared” were more likely to come from employment-based training routes, with 65% of teachers coming from this route saying they felt “well-prepared”.

Those reporting that were “well-prepared” for their first job following their initial teacher training are a key group of participants in this research. Throughout this section, those that reported that they were “well-prepared” were more likely to have had a wider training experience. One would expect that those reporting that they were “well-prepared” for their first post as a result of their teacher training would have received a wider, and perhaps fuller, training experience. However, one would not necessarily expect those that said they were “well-prepared” as a result of their teacher training would then go on to describe a better post-induction experience. Yet, the data in this survey shows that those who were “well-prepared” for their first teaching post were also more likely to experience a better induction and training and development experience after their induction.

Teacher training activities

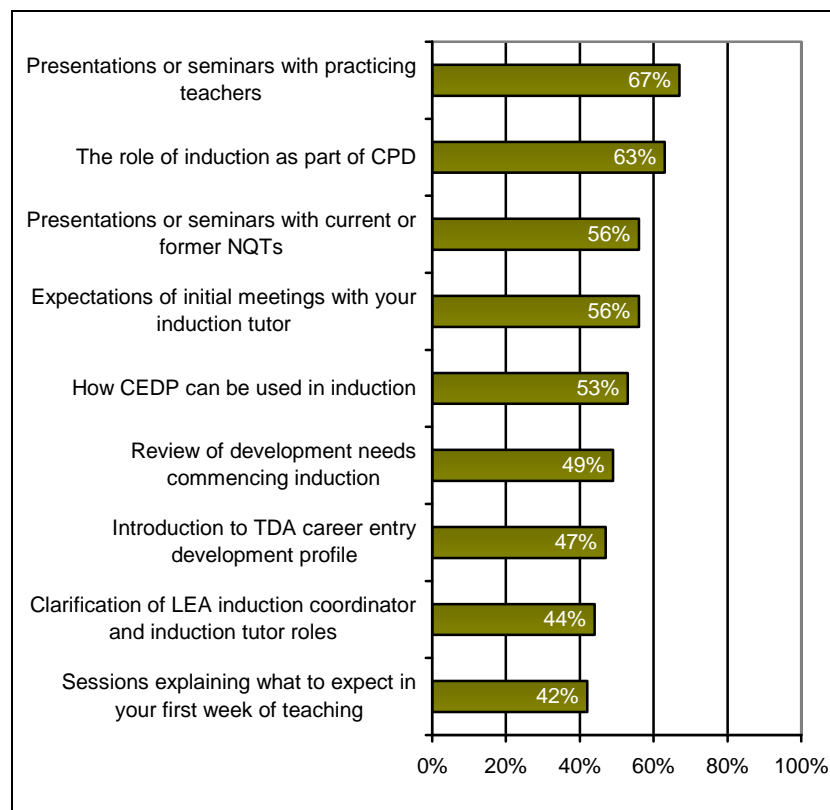
To teach in a state-maintained school, applicants to the profession are required to obtain qualified teacher status (QTS). This is achieved through completing initial teacher training (ITT) and demonstrating that they have met the “standards” required to teach.

The standards set out what a trainee teacher is expected to know, understand and be able to do in order to be awarded qualified teacher status and succeed as an effective teacher. The standards are organised under three inter-related categories which outlines the attitudes and commitment expected of anyone qualifying to be a teacher, for example, treating pupils and students consistently and communicating sensitively and effectively with parents and carers. In addition, to obtain QTS, trainees are expected to be confident and authoritative in the subjects they teach, have a clear understanding of how all pupils should progress and what teachers should expect them to achieve. Finally, in order to obtain QTS, trainees must be able to relate to the skills involved in delivering lessons, for example, by planning, monitoring, assessment and class management.

Initial teacher training should also prepare trainees for their induction as a newly qualified teacher by introducing trainees to a range of issues that will prepare them not only for their first teaching post, but for their career as a teacher. In order to assess the extent to which teachers had, as trainees, experienced these issues, respondents were asked to select, from a pre-

determined list, which activities they experienced during their training to become a teacher. The list of activities, including the proportions of respondents experiencing these activities, is presented in Chart 4.

Chart 4 Activities experienced during teacher training



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)

Base: All NQTs and teachers in the second year of their career (2,022)

Notes: Respondents were able to select more than one answer to this question and as a result, percentages do not add up to 100%

On average, respondents experienced five of the above-listed activities during their training to become a teacher. Those that felt “well-prepared” for their first teaching post received, on average, six of these activities. The remainder of this section presents an analysis of the activities that teachers experienced during their teacher training.

Presentations or seminars with practicing teachers and former NQTs

Presentation or seminars with practising teachers was the most common preparation that respondents received during teacher training. In total, 67% of respondents experienced presentations or seminars with practising teachers, with a slightly higher proportion of those following a postgraduate training route experiencing this (69%), compared to those undergoing

employment-based (64%) and undergraduate (60%) training routes.

Furthermore, a higher proportion of those that felt “well-prepared” for their employment as a teacher – 74% – had experienced presentations or seminars with practicing teachers during their training to become a teacher, five percentage points higher than the overall average (67%).

The use of current and former NQTs in the ITT process is not uncommon. In our survey, 56% of respondents reported that they had experienced presentations or seminars with current or former NQTs as part of their teacher training. While there were no significant differences across training routes, 62% of those that felt “well-prepared” for teaching as a result of their teacher training were more likely to experience this type of training.

The role of induction as part of continuous professional development

A key aspect of initial teacher training is the extent to which trainees are introduced to the concept of continuing professional development, or CPD. Induction as an NQT is a part of, what should be, a career-long process designed to assist teachers to develop their own skills and career and assist in improving the school they work in. However, 63% had experienced an activity that explained the role of induction as part of continuous professional development. Again, a higher proportion (73%) of those that reported they felt “well-prepared” for employment as a teacher had experienced a session or sessions during teacher training on the role of induction as part of CPD.

Expectations of initial meetings with induction tutors

Although the process of NQT induction has been a legal requirement since 1999, the extent to which NQTs are prepared for what to expect during their induction is somewhat patchy. While there is no requirement for training providers to undertake these activities, 56% of NQTs and teachers in the second year of their career experienced a session or sessions during their teacher training on expectations of their initial meeting with their induction tutor. A higher proportion of respondents that underwent employment-based training routes (64%) compared to those following undergraduate (58%) or postgraduate training routes experienced a session on initial meetings with their induction tutor.

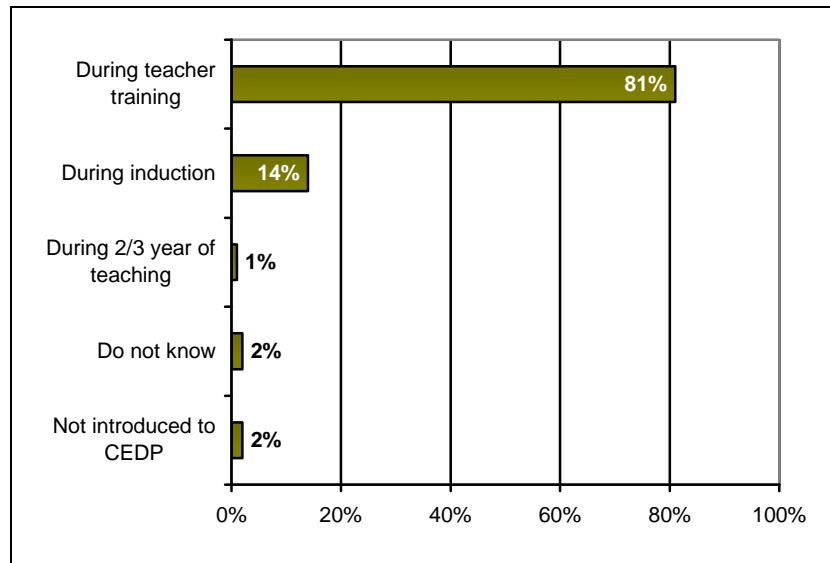
Career Entry Development profile

The Career Entry Development Profile is designed to help trainees and newly qualified teachers to consider their professional development throughout their career as a teacher. The profile can typically be used to support a continued reflection on teaching and professional development, established during ITT and can be used at key points towards the end of initial teacher training and during NQT induction.

The profile is based on three transition points: towards the end of ITT, at the start of induction and at the end of induction. The CEDP is designed to help newly qualified teachers to make connections between their initial teacher training, induction and later stages of their development as a teacher. The profile is useful in helping teachers to reflect on their achievements and goals in the earliest stages of a their teaching career, and to guide the processes of reflection about professional development needs as their career progresses.

Across all respondents, only 2% reported that they had not been introduced to the CEDP, with 5% of those from employment training routes and 6% of those from independent sector schools reporting that they had not been introduced to the CEDP. The vast majority of respondents – 81% – were introduced to the CEDP during their teacher training, with those NQTs currently going through induction (85%) more likely to have been introduced to the process during training than those that had undertaken induction last year (79%) or two years ago (69%). Finally, a smaller proportion of respondents – 14% – were introduced to the CEDP during their induction period. One-fifth (21%) of those that followed employment training routes into teaching and the same proportion (21%) of teachers that experienced induction two years ago were more likely to have been introduced to the CEDP during their induction period. The topline information is presented in Chart 5.

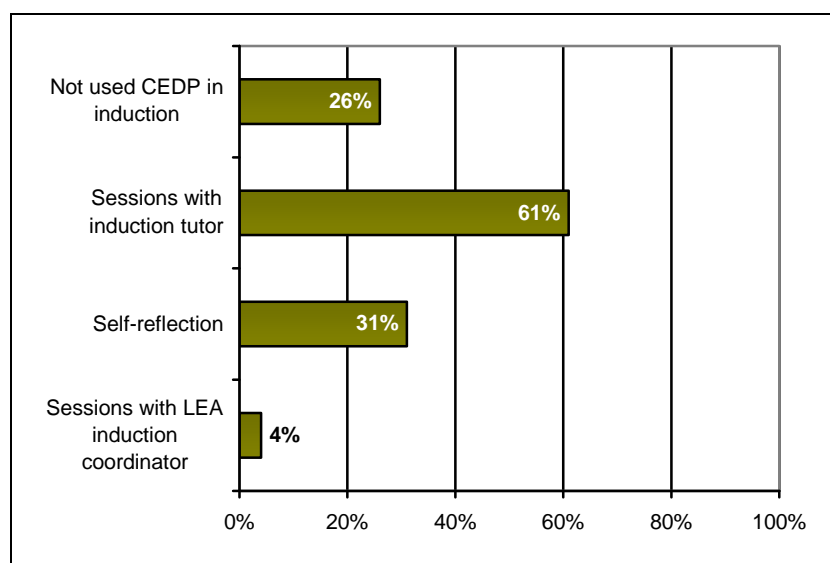
Chart 5 When introduced to the CEDP



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All respondents (2,545)

The majority of respondents – 61% – reported that they experienced a session or sessions on how CEDP can be used during NQT induction, compared to 31% that used the CEDP for self-reflection and 4% in sessions with their LEA induction co-ordinator. Finally, 26% reported that they had not used the CEDP during their induction. This information is presented in Chart 6.

Chart 6 Using the CEDP



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All respondents (2,545)

Notes: Percentages do not add up to 100%, as respondents could select more than one answer

Although 26% of respondents have or had not used the CEDP in their induction, a much higher proportion (37%) of those that did not have an individualised induction reported the same. In contrast, while 61% of respondents reported that they had used the CEDP in sessions with their induction tutor, a slightly higher proportion (65%) of those teachers that felt “well-prepared” for their first teaching post reported using the CEDP in this way.

Review of development needs commencing induction

Forty-nine percent of respondents had experienced an activity during their teacher training that reviewed their development needs commencing induction. However, 62% of those undertaking employment-based training routes, as well as 59% of teachers in independent schools and 57% of respondents that felt “well-prepared” for teaching following their teacher training were more likely to have experienced this during their training to become a teacher.

Clarification of LEA induction coordinator and induction tutor roles

There are a number of key personnel involved in an NQT’s induction year – namely their induction tutor and LEA induction coordinator. The induction tutor has day-to-day responsibility for the monitoring, support and assessment of an NQT. In contrast, the local authority (or other appropriate body) is responsible for assuring that its schools are able to meet their responsibilities for monitoring, supporting, guiding and undertaking a rigorous assessment of an NQT. Furthermore, the LEA is responsible for deciding, based on an induction tutor’s recommendation, whether an NQT has satisfactorily completed the induction period, and to communicate this decision to the NQT, the head teacher and the GTCE.

However, only 44% of teachers had experienced an activity during their training to become a teacher that clarified the roles of the LEA induction coordinator and a school’s induction tutor. Fifty-one percent of those that reported they were “well-prepared” as a result of their teacher training had received information clarifying the LEA and induction coordinator roles.

Sessions explaining what to expect in your first week of teaching

Although there is no legal requirement for training providers to deliver any learning activities on what NQTs should expect in their first week of working, the TDA were also keen to establish the extent to which ITT providers were preparing trainees in this way. In our survey, 42% of teachers reported that their training to become a teacher had sessions explaining what to expect during the first week of teaching. Of those that felt “well-prepared” for their first teaching post following their teacher training, 51% had experienced sessions explaining what to expect in their first week of teaching.

Introduction to TDA induction website

Finally, although the TDA has produced a website to support teachers, NQTs, teacher training and induction stakeholders, only 19% of respondents to our survey had been introduced to the TDA’s Induction website during their training to become a teacher. Higher proportions of those that felt “well-prepared” for their first teaching post following their teacher training (23%) had been introduced to the TDA induction website during their teacher training.

Awareness of NQT entitlements

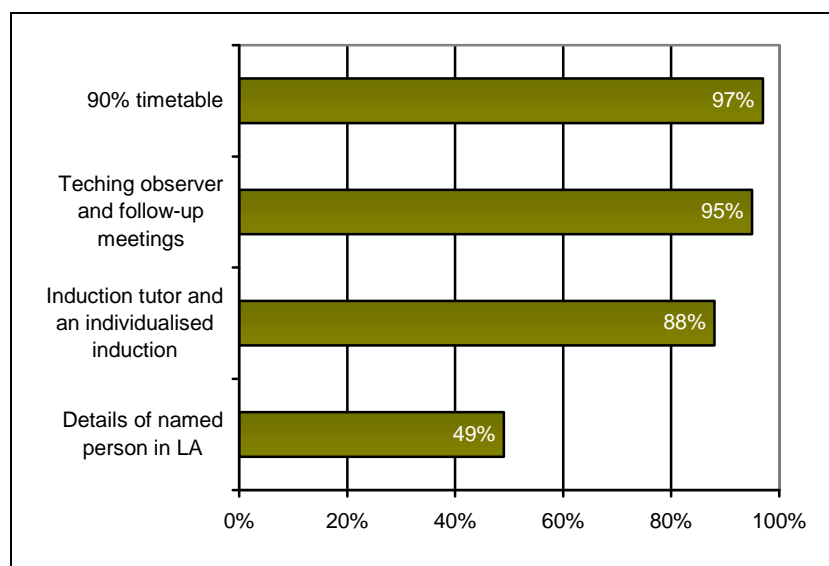
The induction period is designed to make sure that all newly qualified teachers are supported throughout the first year of teaching after they have been awarded qualified teacher status. It also helps to ensure that their future professional and career development is built on a firm foundation.

As part of this framework, NQTs undergoing induction should have:

- A 90% timetable;
- Their teaching observed and receive follow-up review meetings;
- An induction tutor and an individualised induction programme; and
- Received details of a named person in their local authority or appropriate body that NQTs can contact about their induction.

In our survey, respondents were asked if, during their teacher training, they were aware of any of the above entitlements as an NQT. The proportions of those aware of their entitlements as an NQT is presented in Chart 7.

Chart 7 Awareness of NQT entitlements



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All NQTs and teachers in the second year of their career (2,022)

Ninety-seven percent of respondents were aware that they were entitled to a “90% timetable” during their induction as an NQT, with 99% of teachers aged 24 years and under being aware of this right. A similarly high proportion of respondents (95%) were aware that they were entitled to have their teaching observed and receive follow-up meetings during their induction. A slightly lower proportion of respondents (88%) were aware that they were entitled to an induction tutor and an individualised induction programme as an NQT. However, that figure rose to 93% among those that felt “well-prepared” for their first post as a result of their teacher training.

However, teachers’ knowledge of their right to have a named contact in their local authority or appropriate body who they could contact about their induction, was low. Across the entire sample, 49% of respondents were aware of this entitlement. That level of awareness was higher among primary school teachers, where 56% knew this, and among those that felt “well-prepared” for their first post as a result of their teacher training, where 58% knew this. An analysis of the data did not unearth a series of common characteristics or attributes to help explain why respondents’ knowledge of these entitlements differed. However, the data did show that where trainee’s felt “well-prepared” following their initial teacher training, they were also more likely to have received information on their entitlements as an NQT.

Suggested additional support during teacher training

Teachers were asked to state, in their own words, if there were any additional areas where greater support or guidance during their teacher training would have led to better preparation for their first year of teaching.

Sixty-two percent of respondents identified areas where greater support or guidance would have led to better preparation for their first year of teaching. However, despite only being asked to give information on areas where they needed greater support and guidance, 12% reported that they required nothing more – that is, they felt as though their training had adequately prepared them for their first job.

“Not really, because the way you went through graduate training programme we were schooled as if we were already fully qualified, so we were fully prepared from the beginning.”

“My PGCE was a really positive year, where I was well supported due to a fantastic tutor and mentor.”

“I do not feel that I could have been better prepared for teaching by my induction school. An excellent supportive environment helped make it a simple step up from ITT.”

The remainder of this section looks at the areas where teachers felt that they would have benefited from more training and support in their initial teacher training.

Classroom management and behaviour issues

The single biggest area of support or guidance that teachers would have liked to receive during their training was with classroom management and behaviour issues, with 25% of those answering this question, stating this. Older teachers and male teachers were more likely to give this answer, with 33% of teachers aged 35 and above and 33% of male teachers requesting this support. In addition, those following postgraduate (26%) or employment-based teacher training routes (25%) were more likely to suggest this additional support or guidance when compared to those following undergraduate teacher training courses (18%).

“I didn't feel fully prepared to deal with poor behaviour or strategies to improve poor behaviour in lessons. During training, although I took full responsibility for teaching certain groups, bad behaviour was dealt with by myself alongside the subject teacher.”

“All teachers here (at my school) agree that stronger behaviour management skills would make life easier in the first months (of teaching). We spent too long in college looking at planning and progression, and not enough at the absolute basics that allow kids to learn.”

“(I would have liked) to have received actual support dealing with challenging behaviour rather than just being told to deal with it and accept responsibility for the behaviour in my classroom.”

“A greater level of support in dealing with disruptive behaviour of a student. Also, more information on what to expect in your first week [in the] job. In terms of what you would be expected to prepare and different policies you would require to know.”

“I teach in a tough (name of city) school on a very poor estate. Many of us got jobs like this as NQTs and we just didn't have the behaviour management skills (to deal with this). The parents can be really tough and even as a mature student, I wasn't well equipped to deal with this.”

“More focus on behavioural issues. More information on special needs like ADHD and autism.”

Practical teaching experience

Nine percent of teachers would have liked a greater number of placements in schools or more practical experience as a teacher as part of their training. Four percent would have liked more support regarding teaching strategies and approaches and more input from qualified teachers, while others would have liked more support in planning lessons (7%) and support on individual subjects areas (6%).

“[I would have liked] more practical advice about the “paperwork side” of teaching. Also tips about how to manage marking at given times of the year – when not to take in coursework, for example.”

“I would have benefited from the NQT training course regarding dealing with parents earlier in the year. I felt unprepared for writing IEPs [individual education plans] during autumn term and would've benefited from more guidance in this area.”

“More practical support from practitioners within my school and other schools. For example, being able to observe leading subject teachers (and) going on selected courses appropriate to my individualised induction programme.”

“I think possibly to see more schools, different schools and (see) how they do things differently... Although you see two or three schools in your PGCE, I think it would benefit you to see different schools in different areas.”

“During school placements, it would have been good to take part and have an interest in AEN/SEN [additional and special education needs] elements to a class. As this was a huge shock when teaching my first class. My school believed it was up to my teacher training institution to provide this.

“A subject mentor would have been immensely helpful – even if from another school. It was a difficult and unusual situation as I started my NQT year as a Head of Department.”

“Teaching practices gave the most preparation for teaching. Lectures did not prepare you for the real thing, but did help to get ideas for planning. More teaching practices would have been more beneficial than a lot of the lectures.”

Other issues

A number of other issues relating to practical experience of teaching emerged during the analysis of the data, with respondents mentioning school placements, help with school administration tasks, marking, assessment and reporting and support from their peers during induction as important areas. Respondents mentioned that they would have liked more support on typical administrative issues associated with being in a school (4%), as well as writing reports (4%) and assessment and monitoring performance (9%).

“Having more lectures about dealing with parents and parents evenings, communicating with parents, confidence building, speaking to parents.”

“How to mark examination and coursework, how to deal with parents better and how to speak to parents on the ‘phone and on parents evenings.”

“More focus on exam preparation. For example, coming over here (to the UK), I had no idea what an exam paper looked like. I didn’t teach exam classes on placement and had no exposure to this. Having to learn when you’re actually teaching a class is quite tough.”

“The main thing was not being observed during training and getting very little feedback – not great support in terms of subject knowledge and preparation – because you need to be observed during training.”

A small number of teachers – 4% in each case – mentioned that they would have liked to receive information on “what to expect” in their first teaching role, as well as more support from NQTs when they were training to become a teacher.

“To know the greater role of a teacher in a school. It was a bit of a shock to have to do everything that a teacher needs to do. It is not just lessons, it is the greater role of a teacher – the pupils emotional needs and all the administration that was involved.”

“In the role of the form tutor. Although I was given a form on my placement year ... all I did was take the register for that group. I didn’t get to see any of the other jobs a form tutor has to do.”

“I was not prepared for school life even though I thought I was. Being a teacher with your own class is so much different to being on teaching practice. Teaching practice does not allow for enough responsibility.”

“I did the flexible course (to obtain QTS) and the thing I found difficult was the lack of peer support. And the other difficulty was the lack of personal contact from the tutors of the university.”

“More advice could have been provided on what to expect in my first term of teaching. I felt I was thrown in at the deep end. More advice

could have been provided during my training year about behaviour management.”

Self-preparation for first teaching appointment

Teachers were asked to state, in their own words, if there were any additional areas where they could have better prepared themselves during their training. In total, 49% of teachers highlighted areas where, in retrospect, they could have better prepared themselves for their first teaching post. Again, even though respondents were asked in which areas they could have better prepared themselves, 16% of those giving additional comments believed that they were as well-prepared as they could have been.

However, some respondents accepted that there were things that they could have done that would have meant they were better prepared for their first teaching post. Of those that added additional comments to the questionnaire, 27% reported that they could have spent more time planning and preparing for their first teaching post and 10% would have lived to be more familiar with the school or the set up of the school.

“Spend more time in current school to get to know the children more. More meetings with children’s old teachers to find out more (about them).”

“(A) longer period of work experience in the school before I started working there. Before I started working there, I wasn’t that confident and I didn’t gain that much experience in the first two months (of teaching).

“Familiarising myself with National Curriculum levels for the year group I was teaching. Looking at the progression of the curriculum across the year groups to have a better understanding of how to support children with learning difficulties.”

Respondents also mentioned a range of issues concerned with teaching experience, with 10% of respondents wanting to spend more time watching other experienced teachers teaching and 7% requesting more time training in the classroom. Again, planning and preparation on behaviour management issues (6%) were also highlighted by respondents.

“More observation of existing teachers, more variety of behavioural stuff, seeing different teachers in different situations and visited the school that I was due to start with more often.”

“I could have done more lesson planning over the summer. I could have gone in and spent more time in the school I got the job in (and) the department I got the job in.”

“Doing better research into the school. To make sure that the school was competent in supporting an NQT through induction year.”

“During training I should have tried to deal with behaviour situations myself instead of immediately looking for support. I am sure I would have benefited more by observing more experienced teachers from a range of subjects.”

“More reading on teaching techniques and behaviour management. More time observing other teachers good practice in working classrooms.”

“Taken resources from my new school during the holidays and prepared myself for teaching the courses and prepared resources.”

“Done more work over the summer holidays before September but then, at the same time, it's hard to prepare for classes you have never met before. It's also difficult to gauge how long you will need to spend on texts you have never taught before.”

Conclusions

The data in this report suggests that the vast majority of teachers that have undergone teacher training across the various routes available are either adequately or well-prepared for their first teaching role as a NQT. However, the data suggests that more could be done to better prepare teachers for their first teaching job.

Those reporting that they are “well-prepared” for their first teaching post typically experienced a wider range of induction-related activities during their teacher training. These activities, such as teaching by current and former teachers and NQTs, sessions managing expectations on teaching and induction, sessions on CPD and training and development and sessions on the various stakeholders involved in a teacher's induction, appear to be key in determining how well-prepared trainees are for their first teaching post.

However, 9% of respondents to this survey are beginning their induction period not feeling as well-prepared as they would like. Where this is the case, these teachers did not experience the same breadth of induction-based training and support than those respondents that began their first job feeling “well-prepared”.

The data suggests that it is important that a teacher begins their first teaching role feeling well-prepared. Not only is this likely to affect NQT retention rates, but one of the most interesting findings from this research is the extent to which those reporting they were “well-prepared” for teaching following their training were also more likely to report a broader training and development experience during their induction, as well as in the second and third year of their teaching career.

Respondents also mentioned a range of other issues, unconnected to induction, that they felt was lacking in their training. The single biggest aspect that respondents mentioned was in the area of behaviour management, with 25% of respondents reporting that their training lacked this. While respondents spoke of being able to rely on other teachers’ support with behaviour management during their teaching practice, this was less likely to be the case when they began working as an NQT.

In the next section of this report, 88% of respondents reported that their induction period as an NQT included specific training and support on behaviour management. The inclusion of behaviour management training during induction suggests that LEAs and schools are aware the apparent lack of behaviour management training that trainees receive during teacher training.

A key aspect of initial teacher training is the extent to which trainees are introduced to the concept of CPD. However, only 63% of respondents had experienced an activity that explained the role of induction as part of continuous professional development. This is an interesting finding, given that 9% of teachers mentioned that they would have liked more training and support during their teacher training on assessment and monitoring, as well as more teaching placements in schools and the opportunity to observe more experienced teachers in the classroom. Furthermore, respondents mentioned that their teacher training was lacking some of the “softer” aspects associated with taking a new job, such as “what to expect” during the first week of school. However, it is perhaps here that the lack of knowledge and preparation around CPD that is most telling, in that there was

a recognition among respondents that they, as trainees, could have done more in preparing themselves for their first teaching post.

3. EXPERIENCE OF INDUCTION

The following section presents data from all 2,545 respondents – 1,196 NQTs, 826 teachers in the second year of their career and 511 teachers in the third year of their career.

The section covers teachers' experience of NQT induction, looking at:

- Allocation of time during NQT induction;
- Induction delivery models experienced;
- Career Entry Development Profile – use of and usefulness;
- Training topics covered during induction;
- Suggested additional guidance and support during induction; and
- Self-preparation for second year of teaching.

Section summary

Teachers were, on average, spending 77% of their time on timetabled teaching, 17% on planning, preparation and assessment and 7% solely on induction activities and training. However our research suggests that a small minority of respondents have teaching timetables that do not allow them to undertake specific induction training activities or provide sufficient time to undertake planning, preparation and assessment duties.

Almost all respondents had received information on of the Career Entry Development Profile (CEDP), though only 80% of respondents received this during their training to become a teacher. Three-fifths of respondents (61%) used the CEDP in sessions with their induction tutor or head teacher, while almost one-third (31%) used it for “self reflection” exercises.

However, 40% of those that used the CEDP found it useful, with respondents reporting the additional paperwork involved in the CEDP being a disincentive to use the profile. This is perhaps understandable given the administrative burden typically associated with teaching. However, this attitude may also be symptomatic of a reluctance to engage with training and development and CPD. Where respondents used the CEDP, they did so to set targets and objectives (35%), for planning and development (21%) and as a guide during their induction (16%).

NQTs were receiving a range of different training delivery models during their induction, such as general training given to all NQTs (47%) and specific

key stage (33%) and subject area (55%) training. However, and despite their being a legal entitlement to a personalised induction, only 66% of respondents received this. Fourteen percent received each one of the four delivery models described above, while 12% reported that they did not receive any at all.

A range of topics were typically covered during induction training, with sessions on behaviour management (received by 88% of respondents), assessment and monitoring (83%), special educational needs (74%), inclusion (58%) and ICT training (57%) the most common. The training was delivered by staff based in schools, as well as external training providers, such as LEA training providers and universities. Where teachers received training during their induction, high proportions rated it as “useful”.

The research also highlighted a proportion of teachers that were, perhaps, in greatest need of an individualised induction programme – that is, those that stated that their initial teacher training had not prepared them as well as they would have liked for their first teaching post – 40% of those that did not get an individualised induction programme were “not as well prepared” as they would have liked for their first teaching post.

Across the survey, 58% of respondents suggested areas where additional guidance or support would have been useful during their induction period. The most commonly mentioned areas of support and guidance that respondents would have liked to receive were around subject specific support, behaviour management, time management and working with parents, teachers and support staff. These areas identified as lacking in a teacher’s induction also tended to emerge as lacking in their teacher training.

Eighteen percent reported, unprompted, that they were as prepared as much as they could have been for the second year of their career. In contrast, 23% believed that they could have better prepared themselves for their second year of teaching by, for example, observing more experienced teachers in their school and attending more training courses.

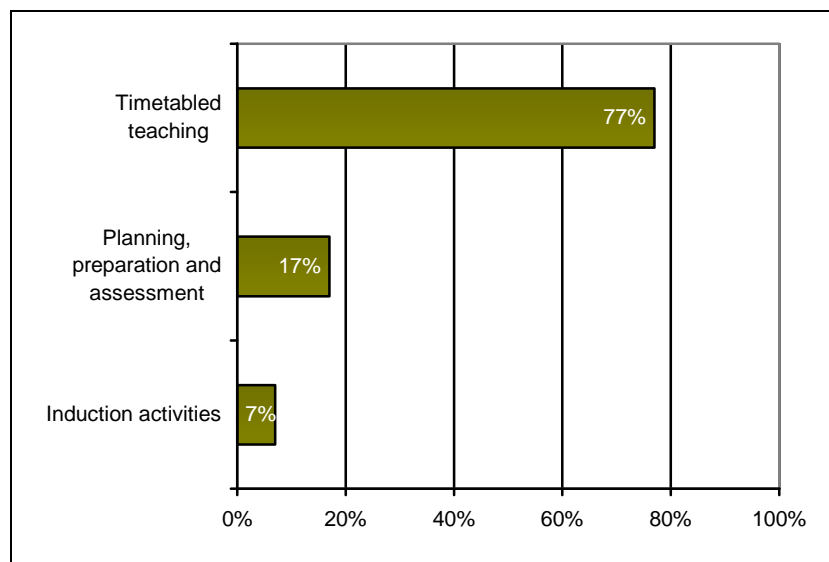
Finally, the issue of being “well-prepared” for teaching as a result of initial teacher training emerged as a noteworthy variable in the data. An analysis of the personal characteristics of respondents that were “well-prepared” (such as geography, training route, gender, age etc) did not emerge as affecting this data. We can therefore only assume that the induction experience of an NQT may be more closely linked to the importance attached to induction and training and development in individual schools.

Allocation of time during NQT induction

Head teachers are obliged, by law, to ensure that NQTs taking part in induction have only a “90% timetable” – that is, teaching for no more than 90% of the time that another teacher would be expected to teach at the same school. This “release time” is in addition to any non-contact time that the school normally allocates to its staff, is designed to be used for induction activities only.

In our survey, teachers were asked to estimate the amount of time they spent during their NQT induction doing timetabled teaching and planning, preparation and assessment (PPA), as well as the amount of time set aside solely for induction activities and training. The data provided by respondents is presented in Chart 8.

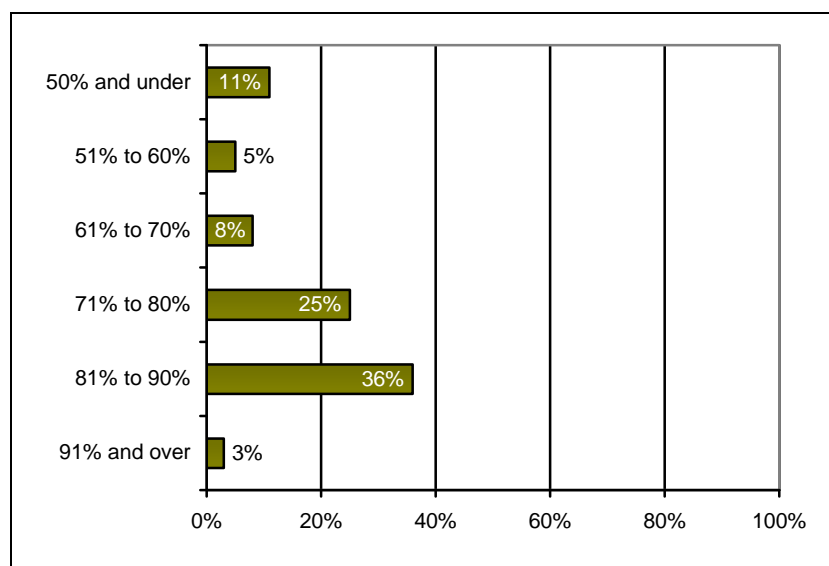
Chart 8 Proportion of time spent in NQT induction



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All NQTs and teachers in the second and third year of their career (2,545)
Note: As a result of rounding, the total percentage does not add up to 100%

The average amount of time spent on timetabled teaching was 77%. Those undertaking induction after following an undergraduate training route and those working in primary schools were spending slightly more time teaching, spending 80% of their time in timetabled teaching. However, there were examples of teachers experiencing much higher and lower proportions of teaching time during their induction. For example, while the vast majority of respondents reported that they spent 80% or less of their time on timetabled teaching, 39% reported that they were spending 81% or more time on timetabled teaching. This information is presented in Chart 9.

Chart 9 Proportion of time spent on timetabled teaching



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All NQTs and teachers in the second and third year of their career (2,545)

The average amount of time teachers spent on PPA activities was 17%. Those that had followed postgraduate training routes and those trained to teach at secondary level (19%) were likely to spend a slightly greater proportion of their time undertaking PPA activities. During their NQT induction, teachers spent on average 7% of their total working time solely on induction activities and training. Those that had followed undergraduate training routes and those teaching in independent schools spent 9% of their time solely on induction activities.

Induction delivery models experienced

During induction, NQTs can expect to experience a variety of different teaching and learning sessions to support their first year of teaching. Respondents were asked which of the following delivery models they followed during their NQT induction training in schools. The list of delivery models and proportion of teachers receiving these models is presented in Table 6.

Table 6 Delivery models experienced during NQT induction

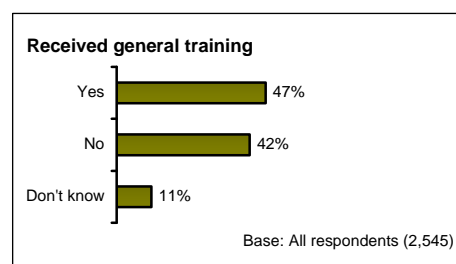
Delivery models experienced	Per cent
General training given to all NQTs at the end of induction and the start of my second year of teaching	47%
Specific training given to a particular year group or key stage	33%
Specific training given to a particular department or subject area	55%
Individualised support tailored to your training and development needs	66%
All of the above delivery models	14%
None of the above delivery models	12%

Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All respondents (2,545)

Note: Percentages do not add up to 100%, as respondents were able to select more than one response

General training at the end of induction and the beginning of the second year of teaching

Across the survey, 47% of teachers had experienced general training given to all NQTs at the end of induction and the start of their second year of teaching. Those in the second and third year of teaching were more likely to receive this training, however, this is due to the fact that some of the



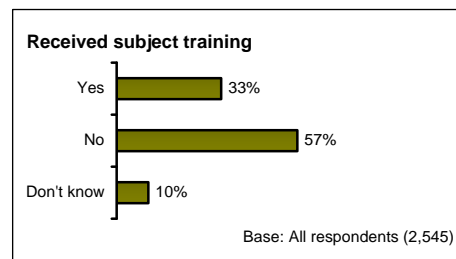
NQTs answering this questionnaire would not, as yet, have undertaken this type of training. Fifty-four percent of NQTs undergoing induction in schools with over 1,000 pupils or with higher numbers of NQTs were most likely to receive this type of training. For example, 54% of teachers in schools with 6-10 NQTs and 63% of schools with 11 or more NQTs were more likely to receive this type of training.

Key stage training

Only 33% of teachers received specific training given to a particular year group or key stage during their NQT induction, while 57% did not receive this training. Forty percent of those in primary schools and 37% of those that felt well-prepared for their first post following teacher training received this training during their induction.

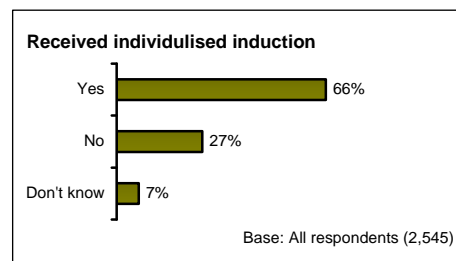
Subject training

Fifty-five percent of respondents reported that they had received specific training given to a particular department or subject area as part of their NQT induction. Across the survey, 60% of those teaching in schools with 1,000 or more pupils, 62% of those in schools with four or more NQTS, and 59% of secondary school teachers were most likely to receive subject-specific training as part of their induction.



Individualised induction training

During their induction period, all NQTs should receive individualised induction support tailored to their development needs. However, only 66% reported that they had received individualised support during their induction. In contrast, 27% reported that they did not receive an individualised induction and a further 7% said they “did not know”. Of those that received an individualised induction, those in independent schools (73%) and teachers in secondary schools (70%) were most likely to receive this.



Induction training overall

The data showed that 14% of respondents received each one of the four delivery models described above during their NQT induction. In contrast, a similar proportion (12%) did not receive any of the delivery models, with higher proportions of those working in primary schools (16%) and those not receiving an individualised induction programme (37%) most likely to have not received any of these delivery methods.

Where teachers were receiving an individualised induction programme as an NQT, they were also more likely than the average to be receiving other delivery models as well. For example, of those that received an individualised induction programme, 70% also received general training as well (compared to 47% across the sample as a whole), 80% received key stage training (compared to 33% across the sample as a whole) and 77% received key stage training (compared to 55% across the sample as a whole).

However, those that were, perhaps, in greatest need of an individualised induction programme – those that stated that their initial teacher training had not prepared as well as they would have liked – were most likely not to have received an individualised induction programme. Overall, 40% of those that stated that they were “not as well prepared” as they would have liked following their initial teacher training did not receive an individualised induction programme, compared to 27% in the sample as a whole.

Career Entry Development Profile – use of and usefulness

The CEDP is designed to help trainee teachers and NQTs think about their professional development and support the continued reflection on teaching and professional development established during initial teaching training. The vast majority of respondents to the survey (98%) had been introduced to the TDA's CEDP. Eighty-one percent were introduced to the CEDP during their teacher training, while 14% were introduced during their NQT induction and a further 1% were introduced to the document in the second and third year of their career. Only 2% of respondents had not been introduced to the Career Entry Development Profile.⁸ Higher proportions of those following an employment route to QTS (5%), those working in schools with up to 249 pupils (5%) and those in independent schools (6%) were least likely to have been introduced to the CEDP either during or before induction.

Using the CEDP

Across the entire sample, 61% of respondents used the CEDP in sessions with their induction tutor or head teacher. Slightly higher proportions of those that were “well-prepared” for their first post following teacher training (65%), those that followed undergraduate training routes (66%) and teachers in the third year of their career (65%) used the CEDP in sessions with their induction tutor or head teacher.

Thirty-one percent of respondents used the CEDP as part of “self reflection” during their induction. A slightly higher proportion of those following undergraduate training routes (37%) and those that felt well-prepared for their first post following teacher training (36%) used the CEDP in this way.

⁸ A further 2% “did not know” when they were introduced to the CEDP.

Of the 37% of those that did not receive individualised induction support, 36% were not as well-prepared as they would have liked, while 33% were satisfactorily prepared for their first teaching role after completing teacher training did not use the CEDP during induction. In contrast, 26% of teachers did not use the CEDP during their NQT induction, citing that it added to their teaching paperwork burden (22%) or that the CEDP was not relevant to their day-to-day teaching (8%).

Usefulness of CEDP

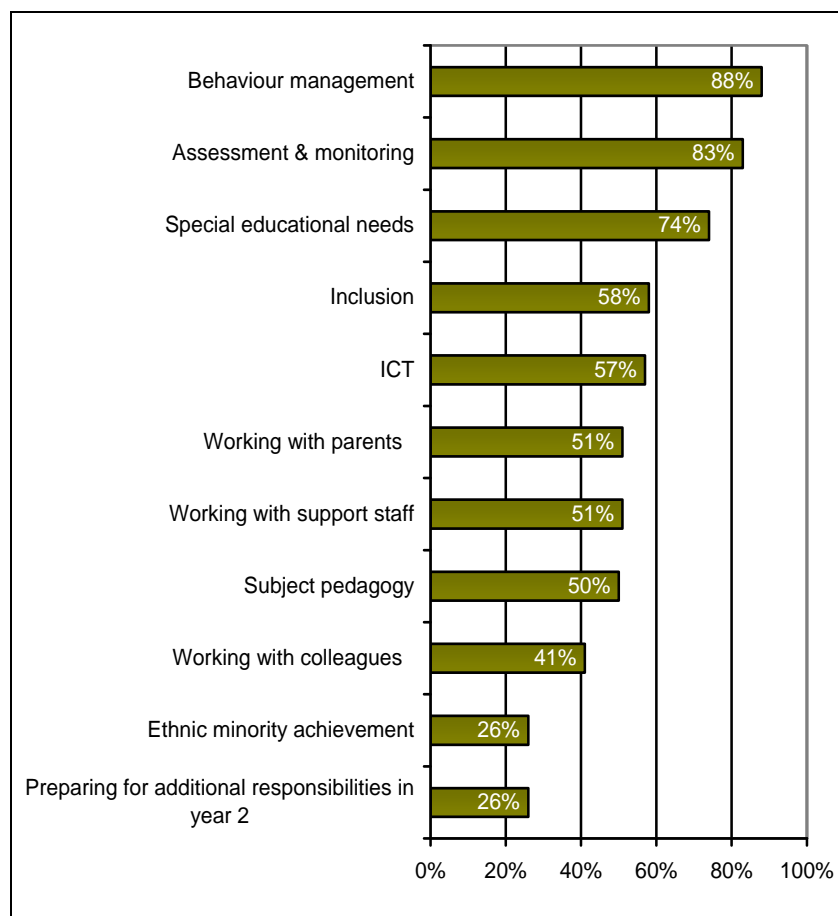
Of those using the CEDP, 40% found it useful. Of those that found the CEDP useful, 35% used it to set targets and objectives, while 34% used it to reflect on their induction and training. A further 21% used the CEDP for planning and development while 16% used as a guide during their induction.⁹ Of those that felt “well-prepared” for their first teaching post after completing teacher training, 46% found the CEDP useful, while 45% of those that received individualised induction support also found the CEDP useful.

Training topics covered during induction

Respondents were asked to choose from a list, which of the following topics were covered during their induction. This list, along with the proportions of respondents reporting that their induction covered these topics is presented in Chart 10.

⁹ Respondents were able to select more than one answer in this question and as a result, percentages do not add up to 100%.

Chart 10 Topics covered during induction



Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All NQTs and teachers in the second and third year of their career (2,545)

The training experienced by NQTs was delivered by a wide range of different providers – staff based in schools, as well as external training providers, such as LEA training providers, universities and other training providers.

Of all the topics covered, 75% of respondents reported that induction training was delivered by school induction tutors or head teachers, while 67% of training was delivered by subject heads or heads of department. Other school-based staff delivering induction training included deputy head teacher (57%), special needs coordinators (52%) and Advanced Skills Teachers (47%).

Twenty-three percent of respondents reported that senior management delivered induction training and 20% reported that Assessment for Learning (AfL) coordinators delivered aspects of the induction training. In contrast, 41% of respondents reported that their induction training was delivered by LEA training providers, 40% by universities and 36% by other training

providers. Finally, 5% reported that induction training was not delivered by anyone, suggesting that these respondents were not receiving any training.

Behaviour management

Eighty-eight percent of respondents focussed on behaviour management during their induction period as an NQT. Although a high proportion of respondents received this training, many did not. This is particularly pertinent given that behaviour management was highlighted by respondents as an area that was lacking during their initial teacher training and, as we shall see later in this section, during their induction. Furthermore, of those experiencing behaviour management training during induction, 50% found it “useful” and 38% found it “very useful”.

Those that experienced an induction that covered each of the four delivery models mentioned above¹⁰, 96% focussed on behaviour management during their induction. Slightly higher proportions of those currently working in large schools – for example, where there were 6 or more NQTs (93%) or in schools with 1,000 or more pupils (91%) – as well as those currently working in secondary schools (91%) focussed on this aspect of training during their induction.

The majority of respondents – 52% – reported that behaviour management training was delivered by induction tutors or head teachers, while 32% received training from universities, 31% received training from heads of department or subject heads or and 30% from LEA training providers. In contrast, 22% of respondents reported that this training was delivered by senior management and 17% by other training providers.¹¹

Assessment and monitoring

Across the survey, 83% of respondents focussed on assessment and monitoring during their induction period. Of those receiving this, the majority rated it as either “useful” (63%) or “very useful” (29%). Fifty-one percent of respondents reported that the training for assessment and monitoring was

¹⁰ General training given to all NQTs, Specific training given to a particular year group/key stage, specific training given to a particular department or subject head and individualised support tailored to training and development needs.

¹¹ Throughout the remainder of this section, respondents were able to select more than one answer in this question and as a result, percentages do not add up to 100%.

delivered by induction tutors or head teachers, while 42% reported that the training was covered by heads of department or subject heads. Smaller proportions of respondents reported that assessment and monitoring training was delivered by ASTs (18%), LEA training providers (16%) or all the staff in the school (12%).

Again, although a high proportion of respondents received this training, 17% did not. This is particularly pertinent given that assessment and monitoring was highlighted as an area that respondents as lacked during their teacher training.

Special educational needs and inclusion

Seventy-four percent of respondents focussed on special educational needs issues during their induction. Of those receiving this training, 61% rated it as “useful” and 26% rated it as “very useful”. Respondents reported that this training was delivered by a range of different providers, with 39% reporting that it was delivered by induction tutors or head teachers, 34% by heads of department or subject heads and 20% by special educational needs coordinators. Eighteen percent of respondents reported that SEN training was delivered by LEA training providers or deputy heads (18%), while around 14% received training from other providers and 13% from ASTs.

Fifty-eight percent of respondents focussed on inclusion during their NQT induction period. Of those receiving this training, 62% rated it as “useful”, with 26% rating it “very useful”. Fifty percent of respondents received inclusion training from induction tutors or head teachers, while 29% received training from ASTs and 28% from heads of department or subject heads. LEA training providers delivered inclusion training to 19% of respondents and 10% of respondents received training from other providers.

ICT

A total of 57% of respondents undertook training in ICT during their induction as an NQT. Of those undergoing this training, 57% rated it as “useful”, with 28% rating it as “very useful”. Respondents reported that ICT training was typically delivered by either heads of departments or subject heads (45%), induction tutors or head teachers (26%), other training providers (18%), LEA training providers (18%) or deputy heads and ASTs (16% in both cases).

Working with staff and parents

Fifty-one percent of teachers focussed on working with support staff during their induction as an NQT. Slightly higher proportions of those teachers that trained via employment-based routes (57%) and those currently going through induction (57%) received training in this area during their induction. Of those receiving this training, 62% rated it as “useful”, with 22% rating it as “very useful”. Fifty-two percent of respondents reported that working with support staff training was delivered by induction tutors or head teachers, while a further 25% reported that training was delivered by heads of department or subject heads. A further 20% reported that ASTs delivered this training, while smaller proportions reported training being delivered by deputy head teachers (14%), LEA training providers (13%) and other providers (10%).

Across the survey, 51% of respondents focussed on working with parents during their induction. Slightly higher proportions of those working in independent schools (67%), and those currently going through induction (56%) experienced this during their induction as an NQT. Of those receiving this training, 63% found it “useful” and 26% found it “very useful”. Induction training for working with parents was typically delivered by school based staff, with 58% of respondents reporting that training was delivered by induction tutors or head teachers. Smaller proportions of respondents reported that the training was delivered by heads of departments or subject heads (28%), deputy heads (18%), ASTs (14%), AfL coordinators (10%) and LEA training providers (11%).

Forty-one percent of respondents reported that their induction focussed on training aimed at working with colleagues. Those receiving this training rated it as either “useful” (61%) or “very useful” (25%), with 57% of respondents reporting that this training was delivered by induction tutors or head teachers, heads of departments or subject heads (31%) and ASTs (21%).

Subject pedagogy

Across the survey, 50% of respondents focussed on subject pedagogy during their NQT induction. A slightly higher proportion of respondents (55%) of teachers in secondary schools received this training. Fifty-nine percent of those that received this training during their induction rated it as “useful”, with 32% rating it as “very useful”.

Forty-seven percent of respondents reported that subject pedagogy training was delivered by heads of department or subject specialists or induction tutors or head teachers (36%). Respondents reported that this training was delivered by LEAs (18%), AfL coordinators (16%), deputy heads (16%), other school staff (16%) or “other” training providers (12%).

Preparing for additional responsibilities in the second year of teaching

The vast majority (85%) of teachers in the second year of their career that completed this survey went on to undertake additional responsibilities in their second year of teaching. However, 26% of respondents completing this survey reported that they focussed on preparing for additional responsibilities in the second year of their career during their induction. Higher proportions of those currently working in primary schools (30%) and independent schools (33%) focussed on this during induction. Of those undergoing this training, 49% found it “useful” and 31% found it “very useful”.

Regarding the delivery of training, 51% of respondents reported receiving this training from induction tutors or head teachers, 34% from heads of departments or subject heads and 24% received the training from universities. In addition, 16% reported that this training was delivered by LEAs and 11% had the training delivered by senior management in their school.

Ethnic minority achievement

The government’s commitment to ethnic minority achievement (EMA) was detailed in its March 2003 consultation document “Aiming High: Raising the Achievement of Minority Ethnic Pupils”. The outcome of that consultation was a national strategy to raise minority ethnic pupils’ achievement, as part of the broader challenge to raise standards in schools.

Across the survey, 26% of respondents reported they focussed on ethnic minority achievement during their induction. Of those receiving this training, 63% of respondents rated it as “useful” while 20% rated it as “very useful”. Respondents reported that EMA training was most likely to be delivered by induction tutors or head teachers (44%), LEA training providers (25%), heads of department or subject heads (18%) or deputy heads (13%).

Suggested additional guidance and support during induction

Respondents were asked to detail if there was any training or development that they did not receive during their induction, but would have benefited from. Across the survey, 9% reported that their induction had everything they needed. However, a further 9% of respondents suggested areas where additional guidance or support would have been useful. The additional guidance that teachers would have found useful is presented in Table 7.

Table 7 Additional guidance required during induction

Area of additional guidance	Per cent
Subject specific training	5%
Behaviour management training	4%
More on planning/ time management	4%
Working more with parents	3%
Preparing for extra responsibility	3%
Special needs training	3%
More on assessment/ exam procedures	3%
IT/ ICT training	2%
Working with support staff	1%
Information on training courses/More funding for courses	1%

Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All respondents giving an answer (1,468)

Self-preparation for second year of teaching

The final part of the induction section of the questionnaire asked respondents to consider, retrospectively, in what ways there could have better prepared themselves for their second year of teaching. Eighteen percent of respondents reported that they were as prepared as much as they could have been for the second year of their career. An analysis of the verbatim responses for this question, as well as elsewhere in the survey, showed that those respondents that were in a supportive school were most likely to report this. Those respondents adding further comments later in the questionnaire spoke of their NQT period as a good and positive experience (8%), that they were well supported (7%) were pleased with induction and training they received (6%) and that their schools was very supportive (3%).

“(I was) not ill prepared in any way. My NQT (induction period) prepared me fully for (my) second year of teaching – (the) second year (was) a breeze compared to first one.”

“The school prepared us as best they could. We had a really good induction.”

“I had an excellent induction programme.”

“Very well supported by both the department and the school as a whole.”

“It was very useful having scheduled meeting times – they were beneficial. I was probably very lucky to have a properly structured induction programme.”

“I feel induction is going well because of the support around me. I feel I can approach anybody for help within the school, not just the mentor. The school as a whole is very supportive (and) the Borough NQT training is very specific.”

“I would say that the induction year was really good and well organised by both my school and the LEA, but when you get into the second year you feel you have been abandoned. You go from intensive support to nothing really.”

“Through support from my head of department, I was well-prepared.”

This relatively positive experience was not shared by all respondents. However, some teachers appreciated that they could have done more to prepare themselves for their second year of their career.

Planning and preparation

The single biggest issue mentioned by respondents concerning how they could have better prepared themselves for their second year of teaching was planning and preparation – mentioned by 23% of respondents. Teachers also mentioned the need to be “better organised” (4%), to better manage their workload and time (4%) and preparing more for what to expect when teaching (2%).

“I should have done more in-depth planning. When you get into your second year you realise the things to do better than you did in your first (year).”

“Making better use of planning time available in first year. Taking more time to study colleagues’ working processes and observing them.”

“(Being) better prepared in terms of planning, particularly in the second year (when) you lose (the) 10% reduction on the timetable.”

“Spending more time with the coordinator of the subject I took over. Spending more time with class before actually teaching them – (reading up) on class files before starting to understand individual children’s needs.”

“I could have spent all of the summer (holiday) creating resources and planning for the new (academic) year.”

“I think I could have shadowed a subject manager a bit more. In the second year (of teaching) I have to take on a subject (and) need to know what it fully entails.”

“I felt much more prepared for my second year of teaching although I was in a new year group. I do feel that I needed more curriculum knowledge.”

Observing other teachers

Six percent of respondents mentioned and recognised the benefit of observing experienced teachers as a means of preparing themselves for the second year of their teaching.

“More observation of practicing teachers in the school – being able to see different styles of teaching and how different topics were addressed.”

“I would have been better observing more teachers with different methods for managing class behaviour.”

“Possibly visiting other schools and key stages, looking at a variety of planning styles.”

“Taken more opportunities to take cover, so I could have observed more in my school, because I don’t have the time now and I didn’t realise how beneficial it would be – colleagues are a valuable source of improving your own teaching.”

Respondents also mentioned the issue of training, with 4% reporting that they should have attended more training courses.

“I would have liked some special needs training as (my) school has a high percentage of special needs pupils. More training in English as an additional language.”

“I could have got more used to the pastoral side of teaching, by going into (different) forms, by observing positive discipline and attended more personal education programme lessons.”

Conclusions

On average, NQTs were receiving or had received a timetable that enabled them to undertake specific induction training and support. However, averages often hide the full picture and our research suggests that a small minority of respondents have teaching timetables that do not allow them to undertake specific induction training activities or provide sufficient time to undertake planning, preparation and assessment duties.

Where NQTs were receiving a manageable timetable and support during their induction, they were experiencing a range of different delivery models – such as general training given to all NQTs¹², specific key stage training and subject area training. However, despite their being a legal entitlement to a personalised induction as an NQT, only 66% received this entitlement. Furthermore, while 14% of respondents received each one of the four delivery models described above, 12% did not receive any of these delivery models at all. This perhaps suggests that a great many teachers are not receiving any training or support at all during their induction.

Our research also highlighted a proportion of teachers that were, perhaps, in greatest need of an individualised induction programme – that is, those that stated that their initial teacher training had not prepared as well as they would have liked for their first teaching post. While across the entire sample, 27% of respondents did not receive an individualised induction programme, 40% of those that stated that they were “not as well prepared” as they would

¹² Typically, this involved training and support on behaviour management, assessment and monitoring, special educational needs, inclusion and ICT.

have liked following their initial teacher training did not receive an individualised induction programme.

Almost all the respondents in our survey had received information on the CEDP and a sizeable proportion were using it or had used it, in sessions with their induction tutor, head teacher or LEA coordinator, or as part of “self-reflection”. However, only 40% of those that used the CEDP found it useful, with respondents reporting the additional paperwork involved in the CEDP being a disincentive to use the profile. This is perhaps understandable given the administrative burden typically associated with teaching. However, this attitude may also be symptomatic of a reluctance to engage with training and development and CPD.

Across the survey, 18% of respondents reported, unprompted, that they were as prepared as much as they could have been for the second year of their career, others believed that they could have better prepared themselves for their second year of teaching, while others believed that they could have been better prepared. The areas identified as lacking in a teacher’s induction also emerged as lacking in their teacher training – behaviour management, assessment and monitoring – as well as subject specific training, time management, working with parents, teachers and support staff, special educational needs, inclusion and ICT training. Where NQTs were experiencing training in these areas, they were typically rating it as “useful”.

The following chapter reports that 86% of teachers that completed our survey had taken on additional responsibilities after completing their induction. The most common duties were as form tutor, mentoring and management roles, teaching a subject they are not trained to teach, taking on area of learning responsibility or becoming a department or subject head. However, despite being relatively inexperienced teachers and taking on tasks that require specific skills, large proportions of respondents reported that they were not given any additional training or support to prepare them for these responsibilities. While in some cases this training may not have been required, in other cases – such as managerial responsibilities, departmental or subject responsibilities or teaching a subject or age range that they were not trained to teach, this is perhaps not the case.

Again, the issue of being “well-prepared” for teaching as a result of initial teacher training emerged as a noteworthy variable in the data. An analysis of the personal characteristics of respondents that were “well-prepared” (such as geography, training route, gender, age etc) did not emerge as affecting

this data. We can therefore only assume that the induction experience of an NQT may be more closely linked to the importance attached to induction and training and development in individual schools.

4. EXPERIENCE FOLLOWING INDUCTION

The following section presents data from 1,337 teachers in the second and third year of their careers – 826 teachers in the second year of their career and 511 teachers in the third year of their career.

The section covers respondents' experience of teaching following their NQT induction, looking at:

- New responsibilities undertaken in the second and third year;
- Performance management;
- Identification of training and development needs;
- Suggested additional guidance and support; and
- Self-preparation for second year of teaching.

Section summary

Across the survey, 86% of teachers took on additional tasks or responsibilities after they completed their NQT induction, with those in the third year of their career (90%) more likely to do this than those in the second year of their teaching (86%). The most common tasks taken on by teachers were form tutor (taken on by 57% of respondents), mentoring and management roles (34%), teaching a subject they were not trained to teach (31%), taking responsibility for an area of learning (29%), becoming a department or subject head (29%) and teaching an age range they were not trained to teach (9%).

However, despite being relatively inexperienced teachers and taking on tasks that require specific skills, large proportions of respondents reported that they were not given any additional training or support to prepare them for these responsibilities. While in some cases this training may not have been required, in other cases – such as where teachers took on managerial responsibilities, departmental or subject responsibilities or teaching a subject or age range that they were not trained to teach, this is perhaps not the case.

Where teachers were given training and support to assist with these new roles, it was delivered by a wide range of school-based staff, such as SENCO staff, deputy heads, induction tutors or head teachers, heads of department, ASTs, as well as external training providers, such as LEAs and

universities. Furthermore, where this training was given it was highly-rated by respondents.

A substantial proportion of respondents reported that issues around performance management and training and development appeared to be lacking in their induction – perhaps demonstrating a disjoint between government policy and local application. For example, 20% of respondents reported that they did not identify their training and development needs for their second year of teaching, the same proportion reported that their performance management objectives had not built on their end of induction review, while 39% did not have a training and development plan.

Even where training and development and performance management activities were being undertaken, they were often omitting important aspects of the tasks. Furthermore, many teachers identified that they could have better prepared themselves for their second year of teaching by spending more time planning and preparing and being more familiar with the school and the curriculum they were teaching.

However, where teachers had a training and development plan, 75% felt confident that it would help with the transition from the end of induction to their second and third year of teaching. Again, when respondents were asked to give examples of things that would have been useful in supporting their training and development or planning their own career, teachers spoke of receiving more information on training courses, observing other teachers teaching, receive more reviews and feedback or needing more time training in a classroom, as well as more support from their mentor, tutor and heads of departments – the same issues that emerged in the previous chapter.

New responsibilities undertaken in the second and third year

Data from our survey shows that it is not uncommon for NQTs completing induction to undertake new responsibilities in the subsequent years of their teaching career. Across the teachers in the second and third year of their career, 86% of respondents took on new tasks or responsibilities, with more teachers in the third year of their career (90%) taking on new responsibilities than those in the second year of their career (86%). The additional responsibilities and tasks taken on by teachers in the second and third year of their career is shown in Table 8.

Table 8 Additional responsibilities and tasks undertaken in second and third year of their career

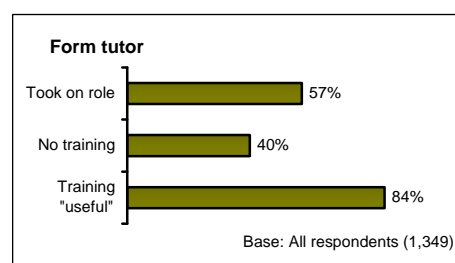
Responsibility or task	Total	Year 2 teachers	Year 3 teachers
Form tutor	57%	54%	64%
Mentoring or management role	34%	27%	46%
Teaching a subject not trained to teach	31%	28%	35%
Area of learning	29%	26%	34%
Department or subject head	29%	26%	34%
Teaching an age range not train to teach	9%	8%	10%
I have taken on no additional responsibilities or tasks	13%	15%	10%

Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: All teachers in the second and third year of their career (1,349)

Across all the areas of training received by teachers undertaking new tasks or responsibilities in their second or third year of teaching, respondents reported that training was delivered by a wide range of school-based staff, such as SENCO staff, deputy heads, induction tutors or head teachers, heads of department, ASTs, as well as external training providers, such as LEAs and universities.

Form tutor

The most commonly taken role in the second and third year of a teachers career was that of a form tutor, with 57% taking on this role. Of those taking on the role of form tutor, 64% of those in the third year of their career took on this role compared to 54% of teachers in the second year of their career.



In addition, a higher proportion of the following were most likely to take on this additional responsibility after induction. Those:

- In schools with 500 or more pupils (74%);
- Teaching in secondary schools (73%),

- Males (65%);
- Those aged 25-34 years (62%); and
- Those following postgraduate training routes to QTS (62%).

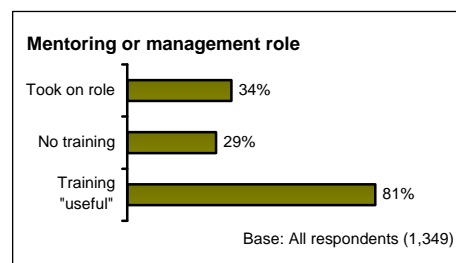
Forty percent of respondents did not receive any training or support to help in their role as a form tutor. A higher proportion of those that did not receive an individualised induction programme (55%) also did not receive any training to help with this role. Of those that received training, 64% of teachers found it “useful”, with 24% finding it “very useful”.

Mentoring or management role

Across the survey, 34% of respondents took on a management or mentoring role after induction. Teachers in the third year of their career (46%) were more likely to take on a management or mentoring role than those in the second year of their teaching career (27%). Of those taking this additional role, the follow were most likely to do this:

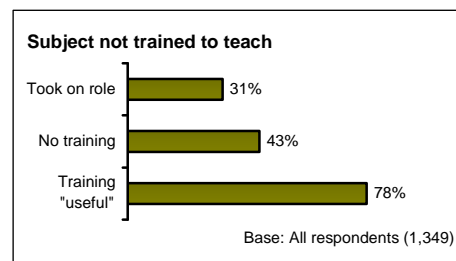
- Those in schools with 1,000 or more pupils (43%);
- Those teaching in secondary schools (41%); and
- Those aged 25-35 years (38%).

Of those taking on a management or mentoring role following induction, 29% did not receive any training or support in this role. Of those that did receive training, it as “useful” by 38% and “very useful” by 28%.



Teaching a subject not trained to teach

After completing induction, 31% of respondents began teaching a subject they were not trained to teach after they completed their NQT induction. Teachers in the second year of their career (28%) were less likely to take on this role than those in the third year of their career (35%).



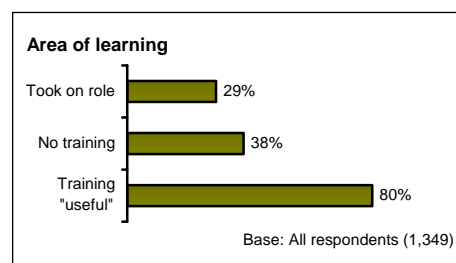
Of all those teaching a subject they were not trained to teach, the following were most likely to take on this new role:

- Those in larger schools – those with 500-999 pupils (43%) and those in schools with 1,000 or more pupils (36%)
- Secondary school teachers (37%); and
- Those aged 25-34 years (34%).

Despite these relatively inexperienced teachers teaching a subject they are not training to teach, 43% did not receive any training or support to help with this role. Of those that did receive training, 51% rated it as “useful”, with 27% rating it as “very useful”.

Area of learning

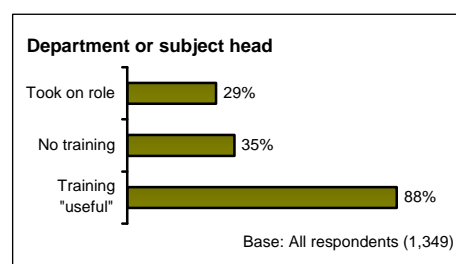
Across the survey, 29% of teachers became responsible for an area of learning, such as assessment, gifted and talented, ethnic minority achievement etc) after completing induction. Those in their third year of teaching (34%) took on this role when compared to those in the second year of their career (26%).



Of those talking on the responsibility for an area of learning, 38% did not receive any training or support for this. Of those that did receive training or support, 53% of respondents found it “useful” (53%) while 27% found it “very useful”.

Department or subject head

Twenty-nine percent of teachers took on the role of a department or subject head after completing their NQT induction. A higher proportion of teachers in the third year of their career (34%) took on this role than those in their second year (26%).

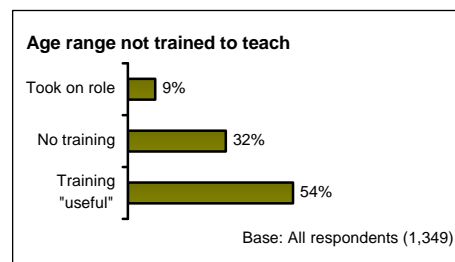


- Those in smaller schools – those teaching in schools with up to 249 pupils (57%) and with 250-499 pupils (62%);
- Primary school teachers (55%);
- Undergraduate training routes (44%); and
- Those aged 24 years and under (36%).

Of those taking on this additional responsibility, 35% did not receive any support or training to help with this new role, with a higher proportion of those working in secondary schools (41%) not receiving training. Of those that received training or support to help with their role as a department or subject head, found it either “useful” (52%) or “very useful” (36%).

Teaching an age range not trained to teach

Nine percent of teachers reported that they took on the task of teaching an age range that they were not trained to teach. Of those taking on this new area of responsibility, 32% did not receive any training or support. Of those that did receive training or support to teach an age range that not trained to, 33% found it “useful” and 21% found it “very useful”.



Performance management

On 1 September 2000, Appraisal Regulations came into force underpinning performance management for teachers in mainstream schools in England. These were subsequently replaced by Appraisal Regulations in September 2001 which extended performance management to all teachers centrally employed by LEAs. However, 19% of teachers did not have their performance management objectives built on their end of induction review. Higher proportions of those who did not have an individualised induction plan (32%) or did not have their training and development needs identified (46%) did not have their performance management objectives built on their end of induction review.

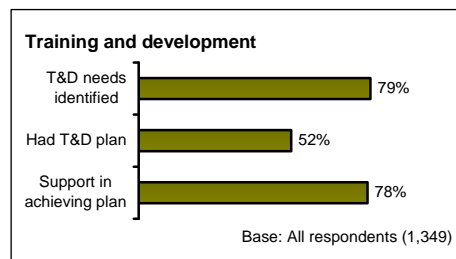
Across the survey, 78% reported that their performance management objectives had built on their end of induction review. Eighty-one percent of those in schools with 1,000 or more pupils and 88% of those that had their training and development needs identified also reported that their performance management objectives had built on their end of induction review.

Of those whose performance management objectives built on their end of induction review, 53% reported that this was done “to some extent”, while 25% reported that it had “very much so”. The proportion of those saying

“very much so” was higher for those in primary schools (30%) and 45% of those that received a full range of induction training as an NQT.¹³

Identification of training and development needs

The vast majority of respondents – 79% – identified their training and development needs for the second year of their career. The data show that where training and development objectives are set, they are set by more than one person. For example, 60% identified their needs with their induction tutor, while 42% did so with their line manager, while a smaller proportion undertook this task by themselves (3%).



Training and development plan

Fifty-two percent of teachers in our survey had a training and development plan. In contrast, 39% of respondents did not have a training and development plan and 10% did not know if they had a training and development plan.

Across the sample, higher proportions teachers in the third year of their career (57%), those with an individualised induction (58%) and those that had their training and development needs identified (60%) and those in schools with 1,000 or more pupils (57%) were more likely to have a training and development plan. Finally, 70% of those that received a full range of induction training as an NQT¹⁴ were most likely to have a training and development plan.

Higher proportions of those that did not have performance management objectives built on end of year induction (72%), those in independent schools (53%) did not have a training and development plan. Furthermore, 61% got did not receive any of the induction training described earlier¹⁵, did not have a training and development plan.

¹³ That is, general training during induction, specific key stage and subject training AND an individualised induction programme.

¹⁴ That is, general training during induction, specific key stage and subject training AND an individualised induction programme.

¹⁵ That is, general training during induction, specific key stage and subject training or an individualised induction programme.

Support in achieving and completing training and development plan

Eighty-three percent of those that had a training and development plan had help in achieving and completing it. Of those with a training plan, 15% did not have any help in achieving and completing the plan, with a higher proportion of those that did not have an individualised induction plan (29%) reporting that they had no help in achieving and completing the plan.

Training and development plan and transition from NQT to year 2

Seventy-five percent of those with a training and development plan felt confident that it would help with the transition from the end of induction to the second and third year of teaching. Fourteen percent of respondents did not feel confident that the training and development plan would help with the transition in to the second and third year of teaching, while 11% did not know.

However, higher proportions of those working in schools with 250-499 pupils (85%), those aged 35 years and above (84%), those working in primary schools (83%), and males and those with individualised induction plans (81% in both cases) were more likely to report that their training and development plan helped with their transition in to the second year of teaching. Finally, of those that received a full range of induction training as an NQT¹⁶, 90% reported that it helped with the transition from the end of induction to their second and third year of teaching

Identifying attributes through training and development planning

Table 9 shows the extent to which the process and support received by teachers in creating a training and development plan assisted in identifying their strengths as a teacher, areas for development, preferred learning styles and how to improve performance.

¹⁶ That is, general training during induction, specific key stage and subject training AND an individualised induction programme.

Table 9 Identifying attributes through training and development planning

Area	Completely identified	Did identify	Neither identified or not identified	Did not identify	Did not identify at all	Don't know
Strengths as a teacher	13%	67%	10%	5%	2%	2%
Areas for development	16%	70%	8%	3%	1%	2%
Preferred learning styles	8%	42%	23%	18%	8%	25%
How to improve performance	12%	63%	14%	6%	3%	2%

Source: Survey of NQTs and Teachers in the 2nd and 3rd Year of their Careers, ICM (2006)
Base: Teachers in the second and third year of their career (700)

Of those with a training and development plan, 80% had identified their strengths as a teacher. Higher proportions of those aged 24 and under (89%) and those that had received an individualised induction (84%) were most likely to have identified their strengths in their training and development plan. Seven percent of respondents reported that their strengths as a teacher were not identified in their training and development plan. Higher proportions of those who did not have their performance management built on end of induction review (24%), those that did not have their training and development needs identified (21%) and those that did not have an individualised induction programme (12%) were most likely to not have had their strengths as a teacher identified in their training and development plan.

A high proportion of respondents (86%) reported that their areas for development in the second and third year of their career had been identified by creating a training and development plan. In contrast, 50% reported that their preferred learning styles had been identified as a result of creating a training and development plan. Finally, 75% of respondents identified how to improve their performance after creating a training and development plan, with a higher proportion of those that experienced an individualised induction programme (80%) identifying how to improve performance.

Suggested additional guidance and support

Respondents were asked to state, in their own words, if there was anything else which they would have found useful in supporting their training and development or planning their career.

Respondents would have liked to have received advice on how to progress and plan their career direction (8%), receive more information on training courses (8%) or would liked to have attended more courses before the start of term (5%). Teachers reported that they would like to have observed other teachers teaching (5%), receive more reviews and feedback (5%), or needed more time training in a classroom (2%).

Teachers also mentioned that they would have liked to have received more support from their mentor (5%), or have a better mentor or tutor (2%) or more help from heads of departments or subject heads (2%).

“(I would have liked) all of the above (subjects mentioned). Everything you’ve said about developing professional career support, I didn’t get them. A personal development plan? I had to do it myself.”

“(I would have liked) ongoing support in the second year, just felt like you did your first year as an NQT, with a lot of support. In the second year, they assume you know what you are doing and you don’t. It would be useful to have a second year tutor.”

“Having someone to discuss my aims for my second and third year. I had a brief discussion with my line manager as to what I wanted to achieve, but nothing was set in stone. I have been refused course requests and the opportunity to progress myself within the department.”

“(I would like to) have been shown the opportunities available in my second year of teaching as a whole I feel very well supported in terms of doing but not in terms of information being provided that has been of my own doing throughout.”

Self-preparation for second year of teaching

Respondents were asked to state, in their own words, if there was anything they could have done themselves to better prepare themselves for their second year of teaching.

Those teachers responding to this section of the survey believed that they could have spent more time planning and preparing (17%) or be better organised and be more familiar with the school and the curriculum they were teaching. Teachers also mentioned that they would have liked to attend more training courses (5%), observe teachers teaching (4%) or needed more time training in a classroom (2%).

“If I had known what areas within subjects I would be teaching, I would have planned ahead. I could have found out more about teaching assistant and her strengths and weaknesses.”

“Looked at the curriculum in more depth for my second year really.”

“Some ideas for classroom management, how to set up classroom, (the) sort of discipline to use and discussions on coursework.”

“If I had been able to speak to other students in the same parallel years as myself while training. I think possibly visits to beacon schools and to observe excellent teachers in the other schools.”

“If I had had more placements and a wider variety of key stages. I am teaching key stages three and four but I mainly trained for key stages one and two and reception or early years”

Conclusions

Across the survey, 86% of teachers took on new tasks or responsibilities after they completed their NQT induction. The most commonly taken on tasks were as a form tutor, in mentoring and management roles, teaching a subject they are not trained to teach, taking on an area of learning responsibility or department or subject head. However, in a great deal of cases teachers did not receive any training or support to equip them with the skills to take on these new roles.

Furthermore, a substantial proportion of respondents reported that issues around performance management and training and development appeared to be lacking in their induction – perhaps demonstrating a disjoint between government policy and local application. For example, 20% of respondents reported that they did not identify their training and development needs for their second year of teaching, the same proportion reported that their performance management objectives had not built on their end of induction review, while 40% did not have a training and development plan.

Even where training and development and performance management activities were being undertaken, they were often omitting important aspects of the tasks. Furthermore, many teachers identified that they could have better prepared themselves for their second year of teaching by spending more time planning and preparing and being more familiar with the school and the curriculum they were teaching. However, where teachers had a training and development plan, they were more confident that it would help with the transition from the end of induction to their second and third year of teaching. Again, when respondents were asked to give examples of things that would have been useful in supporting their training and development or planning their own career, teachers spoke of receiving more information on training courses, observing other teachers teaching, receive more reviews and feedback or needing more time training in a classroom, as well as more support from their mentor, tutor and heads of departments – the same issues that emerged in the previous chapter.



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