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This report was written by the education and youth development 'think and action tank' LKMco. We believe society has a duty to ensure children and young people receive the support they need in order to make a fulfilling transition to adulthood. We work towards this vision by helping education and youth organisations develop, evaluate and improve their work with young people. We then carry out academic and policy research and advocacy that is grounded in our experience.

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Contents

Foreword Loic Menzies.....	2
Foreword Rod Bristow.....	3
1. Executive summary.....	4
Part 1: Introduction.....	6
1.1 Why teach?	6
1.2 Literature Review	7
Why do teachers go into teaching?	7
Why do teachers stay in teaching?	7
How do teachers decide where to teach?	9
References.....	10
Part 2: Findings	11
2.1 Joining the profession	11
2.2 A regional university city.....	14
2.3 Why do teachers stay in teaching?	15
Leaving the profession	19
Leadership, retention and progression	20
Getting hooked on teaching.....	22
2.4 An inner-urban area in the capital	23
2.5 How do teachers decide where to teach?	25
2.6 A rural area in the north.....	29
2.7 What affects teachers' decisions to move elsewhere?.....	31
'Super-Social' teachers	33
2.8 A disadvantaged coastal area	34
Part 3: Teacher types	36
3.1 Introducing the types	36
3.2 The malleability of type	36
3.3 Practitioners.....	37
3.4 Moderates.....	38
3.5 Idealists.....	39
3.6 Rationalists.....	41
Part 4: Conclusions and recommendations	45
Appendix 1: The Survey.....	47
Methodology.....	48
Appendix 2: Teacher type analysis - summary.....	48



I first became interested in the question of teacher motivations when researching London schools: could it be that the capital's educational success was down to a particular, special breed of teachers? I then realised that this question was part of a far bigger national, if not global question: why do people become teachers and what drives particular teachers to work in particular places? It's a question that interested Pearson too and so this partnership was born. I'm immensely grateful to them for their support.

"Why Teach?" adds a crucial piece to the educational research jigsaw by helping us understand what brings great teachers into the profession and how we can keep them engaged and motivated so that we make the most of them. Ultimately there is no shortage of passion amongst teachers, but too often the system works to frustrate and inhibit rather than empower them. Ultimately, if policy makers and school leaders can reduce teachers' epic workload, build a school culture that teachers believe in and provide opportunities for development and progression, then teachers will be more than willing to give their all.

If we are to have the education system our children and young people deserve then great teachers are needed in every part of the country and in every classroom. We hope this report will ensure that is possible. Undertaking this research and speaking to teachers around the country has been inspiring but also shown that things need to change; teaching should be a profession that everyone wants to recommend to their own children and students. Unfortunately that is not yet the case.

Loic Menzies

LKMco Director



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Great teaching sits at the heart of any effective education system but there's a consensus we are facing teacher shortages now and in the years ahead. Some would say this shortage is becoming a crisis, while others prefer to describe it less emotively, as a challenge. Recent figures showed that the temporary filling of posts increased by 50% last year, as anecdotally it is getting much harder to recruit teachers into full time roles.

Furthermore, according to a report last month, more teachers left to teach abroad last year than enrolled on PGCE courses. There is rather less consensus about whether this shortage is driven by demographic change (increasing birth rates and teacher retirement rates) or by poor morale, pay, workload and public attitudes to teaching and teachers.

We have made progress in initial teacher recruitment in recent years. Models like Teach First and Schools Direct are bringing a new and diverse cohort of teachers to the classroom, but perhaps not always in the parts of the country where great teaching is most needed.

Recruiting and training great teachers is one part of the picture. But the challenge of retaining and motivating the whole workforce is greater still. What can we do to ensure that passionate teachers stay in teaching and flourish?

These are the challenges that inspired this partnership between Pearson and LKMco: to get under the skin of what motivates our teachers to join, to stay, to leave, to move.

We have surveyed and spoken to teachers from all over the country. There is good news. Most teachers would recommend teaching to their younger selves. Most are driven and inspired by their passion to help young people get on in life. Most want better opportunities to access first-class professional development opportunities.

The report does not paint a cosy, rosy picture though. An alarmingly high number of teachers have considered quitting in the past year. Many teachers feel they don't have enough access to professional support. And while most teachers would recommend teaching to their younger self, they wouldn't recommend it to their children.

All of this points to a simple conclusion: teachers want more time and support to focus on teaching. There is too much clutter in the way, and we need nothing less than a call to action in support of great teaching and great teachers.

These findings should inspire a redoubling of efforts to support teachers better. We should help teachers understand how modern assessment techniques can inspire better learning; help them to meet accountability goals without compromising teaching a broad and rounded curriculum. It should be possible to put assessment and data to work in the service of great teaching as counterbalance to its use in measuring teacher performance. If that is to be done, we need to step up to the challenge of providing teachers with deeper insights and learning into research, data and assessment. We will commit the time and the resources to do this work, in collaboration with others. My sense is, this is what a growing number of teacher want, and deserve.

Thank you to Loic and his team at LKMco for the brilliant job they have done in analysing the polling work and setting it out in such an imaginative way, and to all of the teachers who contributed their time and thoughts to the research team. It's these views of teachers, whether newly qualified or experienced, teaching in cities, towns or in rural settings, that should inform how we better support the profession.

The government is taking the issue of teacher supply and retention seriously – as we can see from its new working groups on marking, planning and data. But the larger conversation about what inspires

teachers to join – and stay – in the profession will require hard talking in Whitehall, in teacher training institutions, and in every staffroom across the country.

Rod Bristow

President of Pearson in the UK

1. Executive summary

How can we encourage people to become teachers?

The context of an upcoming bulge in school-age population, an improving economy and fears that workloads are driving teachers away from the profession make it crucial to understand what will attract teachers to the profession.

- Teachers primarily enter the profession because they believe they will be good at it. They are also keen to make a difference and to work with children and young people. Pragmatic concerns like pay and holidays play a smaller role.
- Subject interest plays a particularly important role in attracting people to the secondary sector but the arts and humanities teachers we surveyed tended to be more motivated by subject interest than the STEM teachers.
- Most teachers do not regret their decision to enter the profession and would recommend the decision to their younger self. However they are more hesitant when it comes to recommending the profession to others.
- Many teachers make an almost accidental or opportunistic entry to the profession but quickly become 'hooked' on teaching, often to their own surprise.
 - At secondary level, recruitment efforts should emphasise the opportunity to remain engaged in a subject whilst at primary level, the opportunity to spend time with children and young people is key.
 - The risk with these approaches is that they will always attract 'the usual suspects' - people who would enter teaching anyway. Practical benefits like pay and job opportunities should therefore not be neglected and recruitment should seek to get good people 'through the door.' This gives them the opportunity to become 'hooked on teaching.'

How can we retain experience and expertise within the system?

Full time teacher 'wastage' rates have increased from a ten year low of 6.5% in 2009-10, to 9.2% in 2014¹. By understanding what keeps teachers in the profession, the sector can ensure teachers are happy in their job and that talent is better managed.

- Teachers stay in the profession because they consider themselves to be good at it and because they enjoy making a difference to pupils' lives. On the other hand, pragmatic factors such as pay and holidays play a more important role in retention than recruitment.
- Career progression, social impact and school-focused factors like culture and ethos are particularly important to school leaders.
- The majority of teachers we surveyed had considered leaving the profession in the last six months and science teachers were most likely to have done so. Workload is the primary concern whilst dissatisfaction with leadership and management also play an important role - particularly in secondary schools and in post-16 education.
 - Retention depends on ensuring teachers feel they can have an impact: letting them 'get on with it' is therefore key in maintaining a motivated and committed workforce
 - Particularly as they go on to have families and lay down roots, teachers need to feel that they can make a good living and benefit from good working conditions. Relative pay compared to other professions therefore needs to be kept competitive and excess workload needs urgent tackling.
 - Investment should be made in leadership and management, particularly at secondary and post-16 levels.
 - Career development and career progression opportunities should be made readily available in order to maintain commitment and motivation, particularly amongst younger teachers

How can we ensure teachers work in the areas where they are most needed?

Given that teacher quality is one of the biggest determinants of pupils' achievement, understanding how teachers decide where to teach is crucial in tackling geographical variation in educational performance. A desire to tackle localised educational disadvantage has led teacher development programmes to take an increasingly geographical focus, however, moving to teach in a different region is a big decision. It is therefore important to understand what factors might affect mobility.

- Teachers are not very mobile. The teachers we surveyed tended to work in the region they had grown up in.
- Teachers' primary concern when deciding where to teach is commutability. Beyond this practical constraint, it is the opportunity to make a difference to pupils and society, as well as a school's culture and ethos that matter most when teachers are deciding where to work.
- Contrary to the so-called 'trailing-spouse' hypothesis, teachers surveyed in the capital were not more likely to consider partner location or job prospects when deciding where to teach. Instead, the desire to make a difference to a particular community played a particularly important role for them. On the other-hand, teachers surveyed in the South of England considered cost of living less compared to those in other parts of the country.
- When teachers consider moving, they tend to weigh up a combination of lifestyle and school specific factors. On the other-hand, opportunities for career progression and professional development exerted a particularly strong influence over the younger teachers in our sample. The Deputy and Assistants Heads whom we surveyed were particularly open to influence when asked about working elsewhere.
- Some teachers and leaders are what we describe as 'super-social' – they are unusually open to moving in order to impact on society, children and young people.
 - Regional and sub-regional recruitment efforts should primarily target local labour markets and take into account travel constraints
 - Schools struggling to recruit should ensure they create an attractive school culture and ethos with good pupil behaviour as well as opportunities for career progression and development
 - Super-social leaders should be identified and supported to take on posts in the schools where they are most needed. In many cases they will help bring teachers with them

Teacher Types

Policies that target the teacher labour market should take into account the fact that the profession is not homogenous. Our analysis identifies four broad and overlapping teacher types which we hope will ensure policy makers, educationalists and school leaders better understand the school workforce:

Practitioners:

These teachers are particularly motivated by a desire to teach and to work with children

Moderates:

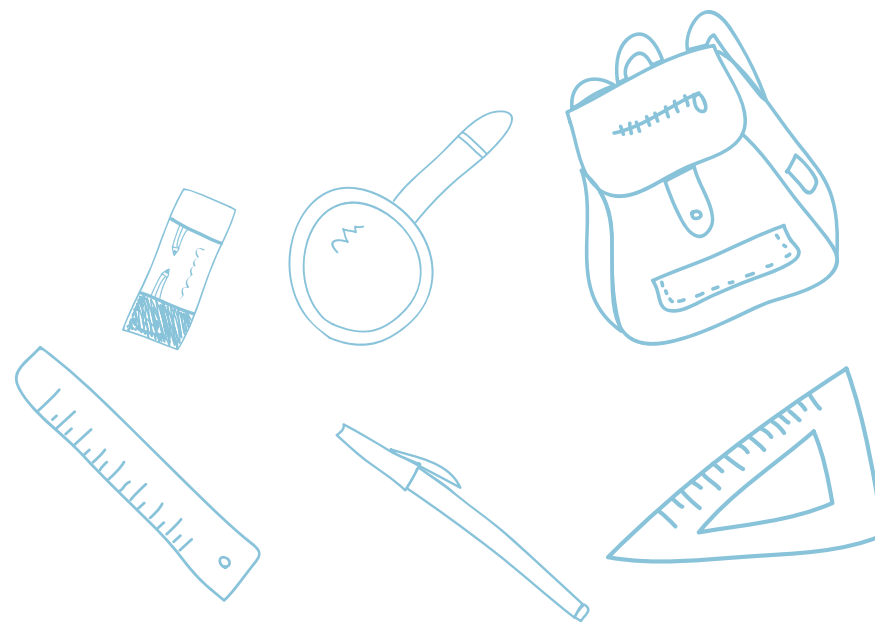
These teachers are moderately influenced by a broad range of factors

Idealists:

These teachers want to make a difference to society

Rationalists:

These teachers tend to carefully weigh up a combination of pragmatic, personal and social-justice related factors.



Part 1: Introduction

1.1 Why teach?

This report brings together detailed survey findings from over 1,000 teachers all around the country as well as from interviews and focus groups with more than forty teachers and school leaders in four contrasting parts of the country. Some are Head teachers, others classroom teachers. They work in settings that range from tiny community primary schools to large sixth form colleges and from independent schools to challenging inner city and coastal schools.

Teachers are the primary driver of education quality and 'Why Teach?' therefore casts light on some of the most urgent and important education policy questions in England and, indeed, internationally - namely:

1. How can we encourage the brightest and best to become teachers?
2. How can we retain experience and expertise within the system?
3. How can we ensure teachers work in the areas where they are needed the most?

Answers to these questions could not be more urgently needed. Professor John Howson has studied the teaching workforce over several decades and notes that:

"acceptances for entry into training in 2015 will not be sufficient to meet the requirements of the Teacher Supply Model²"

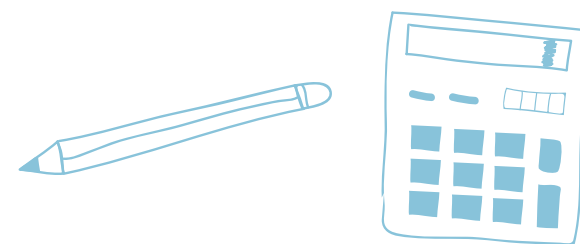
He also highlights the fact that:

"The average secondary school in London had placed more than six advertisements for classroom teachers since the start of 2015 and the end of June (sic): some schools have placed many more³."

Department for Education statistics also paint a picture of an increasing problem:

- In November 2014 there were over 1,000 unfilled fulltime teacher vacancies in English schools, more than two and a half times as many as in 2010. On top of this more than 3,000 posts were only temporarily filled, more than 30% more than in 2013.
- An increasing proportion of Maths, Science and English lessons are being taught by teachers without a relevant qualification.
- The size of the school workforce has steadily increased over the last ten years meaning that there are ever-more posts that need filling. As increases in birth-rates filter through to schools over the next few years this trend is likely to continue.
- The proportion of teachers with qualified Teacher Status (QTS) has fallen

This report provides the evidence needed to shape an informed response to these challenges. It proceeds in four parts: firstly we review the international literature on teacher motivations and what guides teachers' decisions about where to teach. We then go on to present new findings on teachers' initial reasons for entering the profession and why they stay, as well as factors affecting teachers' decisions about where to teach. In part three we synthesise these findings and identify four underlying 'teacher types'. Finally in part four we conclude by returning to the three big questions identified above and summarising the key policy lessons our analysis has revealed. The report is interspersed throughout with vignettes that dig deeper into key themes like leadership as well as in depth case studies that delve into the experiences of teachers in four contrasting parts of the country.



1.2 Literature Review

Why do teachers go into teaching?

Watt and Richardson (2010), highlight the multiple, intersecting reasons why teachers go into teaching and argue, as we do, that this means policy needs to address a broad range of motivators in order to attract more teachers to the profession. They propose a so-called “FIT Choice” model (Factors Influencing Teachers). This draws on academic literature and a series of international surveys and highlights the role of:

- Antecedent socialization (prior experience of teaching/learning and social influences by significant others around them);
- Perceived teaching ability;
- Intrinsic reasons (an interest in the teaching career and their subject);
- Personal utility reasons (quality-of-life reasons such as job security, teaching hours, vacations, job transferability and mobility)
- Social utility reasons (opportunity to make a meaningful social contribution, enhance social equity, work with children and adolescents);
- Choosing teaching as a fall-back career

This model has parallels with the typology introduced in Part 3 of this report which goes one step further by using latent class analysis to synthesise reasons, not just for entering the profession but for staying as well as for choosing to teach in particular areas.

The primacy of intrinsic and altruistic motivations

The past three decades of research in the UK consistently point to intrinsic motivations (such as finding the job enjoyable) and altruistic motivations (such as finding

teaching socially meaningful) as the most important reasons teachers enter the profession (Reid and Caudwell, 1997; Kyriacou and Coulthard, 2000; NFER, 2000; Ross & Hutchings, 2003; Křeči and Grmek, 2005; Manuel and Hughes, 2006; Heinz, 2015). However this report also highlights the importance of ‘accidental’ entry to the profession and ‘getting hooked on teaching’.

A key element of job satisfaction, particularly for secondary teachers appears to be intellectual stimulation – specifically, the opportunity to maintain engagement with a subject (Jantzen, 1981; Manuel and Hughes, 2006; Richardson and Watt, 2007) and this is something we highlight in this report as being particularly important to ‘practitioner’ teachers and to those teaching arts and humanities subjects.

The opportunity to ‘make a difference’ and increase job satisfaction were particularly salient motivators for career changers (Ross and Hutchings, 2003; Priyadharshini and Robinson-Pant, 2003). Brookhart and Freeman, (1992) also find that altruistic motivations are particularly important to primary teachers and amongst female teachers (Tudhope, 1944) - a trend that is consistent with this report’s findings.

Teachers’ experiences of their own former teachers are less important but important nonetheless (Reid and Caudwell, 1997; Jantzen, 1981). Whilst this is not a factor that we explored in our survey it emerged in several interviews. As one teacher put it *“I came from quite a humble background and was kind of rescued by a couple of teachers in my own life.”* Similarly, we found that many interviewees’ family connection to the profession helped draw them to the role.

Not just a fall-back, nor for the holidays

The literature suggests that teachers do not enter the profession simply as a ‘fall-back career’ (Křeči and Grmek, 2005; Richardson and Watt 2007; Watt and Richardson, 2010). Nor is it material benefits such as job security, working hours, holidays and salary that attract them (NFER, 2000; Křeči and Grmek, 2005). Heinz’s comparative study of 23 countries (2015) underlines this trend, finding that material motivations are less important than intrinsic and altruistic motivations. Whilst our research also suggests that material motivators are far from being the biggest motivators, we did encounter many teachers who fell into the profession when they needed a job or who emphasised the benefits of the holidays, particularly when raising a family.

Manuel and Hughes (2006) argue that many pre-service teachers see the profession as one of high demand and low returns but find that these teachers remain motivated against the odds as a result of a core motivation which the authors label the ‘calling of teaching’.

Why do teachers stay in teaching?

The NFER (2000) outlines four reasons teachers remain in the profession:

1. Recognition of their work;
2. pupil development and learning;
3. manager approval;
4. family and friends.

Nias (1989) observed that it was crucial to primary school teachers that their post was ‘socially satisfying’ in terms of their relationships with students and colleagues. Meanwhile, for head-teachers, motivations to stay in teaching include the prospects of future rewards, the enhancement of school resourcing and the provision of support and advisory services (NFER, 2000).

When it comes to reasons for leaving the profession, working conditions play the most important role and the NFER highlights similar issues to those raised in this report around workload, pay, status, pressure and low morale (ibid). We also find that workload is by far the most important reason why more than half of teachers have considered leaving the profession in the last six months.

Priyadharshini and Robinson-Pant (2003) find that the collision between reality and initial aspirations may be the greatest reason for teacher attrition. Thus, whilst attempts to improve retention by tackling these factors through improved task return (enhanced pay) and decreasing task demand (reducing administrative burden and workload) may improve retention to some extent, they do not necessarily improve job satisfaction since the latter depends on providing greater intellectual challenge, autonomy and the opportunity to spend sufficient time with students (NFER, 2000). In 2.3 we find that professional satisfaction related factors play the greatest role in keeping teachers in the profession but we also argue that overlooking the importance of workload would be a grave mistake. Our comparison of reasons for entering and staying in the profession also suggests that material and practical motivations should not be overlooked.

School-based drivers of retention

Both the literature and our findings show that teachers tend to stay in schools and in teaching when they are confident that they can help students succeed. This depends on supportive school management and colleagues, as well as on having sufficient resources (Birkeland and Johnson, 2003). Teachers also tend to stay where they can pursue professional growth and development, something we find (in section 2.7) is particularly important to new or early-career teachers. A

deeply-rooted culture of professionalism can therefore ensure that even socio-economically disadvantaged schools retain teachers through “supportive administrators and colleagues, clear expectations for students and safe, orderly environments” (Birkeland and Johnson, 2003, p. 603).

How much does money matter?

The role of financial incentives in teachers’ decision-making is complicated and contested. See (2004) argues that although non-teachers tend to value factors such as salary, job status and career development; teachers tend to be more attracted to ‘intrinsic’ factors like professional satisfaction. She therefore criticises the UK government’s attempts to recruit teachers through financial incentives. Instead, she recommends raising of the prestige and status of the profession. On the other hand, although financial rewards may play a weak role in drawing teachers into the profession, lack of financial reward can be a reason for leaving the profession. This is consistent with our finding that teachers pay is far more important as a reason for staying in the profession than for entering it but that teachers who are considering leaving the profession are often doing so partly because of pay. Furthermore, Manuel and Hughes (2006) find that while salary might not drive people to teach, it can be a significant factor in discouraging people from doing so.

Bradley, Green and Leeves (2006) argue that salary can affect mobility and that paying teachers more to work in certain areas can encourage movement (although this effect is only statistically significant for the least and most experienced teachers). Hanushek et al (2004) note that teacher mobility is lower in schools where wages are higher but note that this might be because working conditions tend to be better where salary is higher. It may therefore be not be salary that makes the

difference. They also show that drastic increases in salary are needed to neutralise the exit rates of teachers from schools with low-achieving, disadvantaged students. For this reason, improving working conditions - in particular by strengthening weak leadership and management, may be a more powerful tool in retaining teachers within particular schools, compare to increased pay. Similarly, in Lowestoft and Great Yarmouth we found striking examples of teachers who chose jobs in challenging schools in a relatively remote area in order to work for outstanding leaders. We also find that senior leaders’ choices of schools are heavily influenced by the Head they will be working for. However, we find that practical considerations around commutability and quality of life are of crucial importance and that the role of pay should not be neglected.

The importance of salary can become particularly salient in times of economic downturn (Jantzen, 1981; Richardson and Watt, 2007). This tallies with the accounts given by several of our interviewees who referred to the effect of the recent recession and with current concerns amongst researchers and policy makers that an economic recovery might result in challenges for recruitment. On the other hand, some researchers note that specific variables shape recruitment and retention rather than simply overall economic performance: Dolton, Tremayne and Chung (2010) find that attrition rates tend to drop when unemployment increases and that increased overall graduate employment is linked to a fall in the pool of inactive teachers. However the effects they find are small and tend to affect men more than women. Similarly Bradley, Green and Leeves (2006) find that male teacher turnover rates tend to increase when ‘outside’ wages are higher.

How do teachers decide where to teach?

Understanding the desires, motivations and mobility of teachers is critical in effectively targeting geographical inequity. Overall there is a paucity of English research on teacher mobility – something this report sets out to address.

In England, around 6-7% of the total teaching workforce moves between schools each year and rates of movement are higher in London (Ross and Hutchings, 2003). Kukla-Acevedo, (2009) and Hanushek et al, (2004) find that it is novice teachers (those with less than two years of experience) and those nearing retirement age that are most mobile. The 2002 NEOST survey observes limited movement of teachers between regions, and slightly more between local areas and schools (NEOST, 2002). The greatest net gain of teachers was observed in the East of England and in the East and West Midlands whilst the greatest net loss took place in London. Typically, teachers who moved in England were “trying to further their careers, or moving away from poor management situations” rather than attempting to even out inequalities (Ross and Hutchings, 2003, p. 72). However, in recent years programmes like “Talented Leaders” have sought to encourage teachers to move explicitly for reasons of social equity. In section 2.8 we explore what we call “super-social” teachers and leaders – professionals who appear to buck the trend described by Ross and Hutchings by seeking places of work where they can best promote equity.

US research points to the importance of non-financial factors, usually related to teachers’ working conditions in explaining why teachers stay or leave a school for another (Ladd, 2011). Exactly what specific features of the workplace prompt teachers to move or stay is less clear. Bradley, Green and Leeves (2006), cite school size and class size as the two most significant non-financial reasons. They find that teachers are less likely to move from large schools, and more likely to leave if teaching large classes. However, Hanushek et al (2004) disagree, finding no evidence of teachers leaving schools due to class size. Generally, the weight of research suggests that the greatest determinant of teacher mobility is the amount of perceived support available, particularly in more challenging schools (Kukla-Acevedo, 2009). Teachers who move schools tend to report problems with school management and leadership including absent, unreasonable and punitive principals (Birkeland and Johnson, 2003; Ladd, 2011). These teachers often go on to settle in schools where there were more empathetic leaders and organized support structures that encourage teacher collaboration.

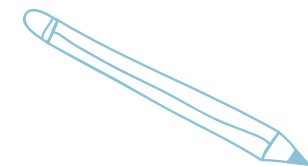
Do students drive teachers?

The composition of the student body may be another determinant of teacher mobility (Bonesronnig, Falch and Strom, 2003; Hanushek et al, 2004; Feng, 2014). Hanushek et al (2004) argue that in choosing new schools, “teachers systematically favour high-achieving, non-minority, non-low income students” (p. 12) with student achievement the most significant factor (a finding supported by Bonhomme, Jolivet and Leuven, 2015). Closely related to student achievement is student

behaviour; Kukla-Acevedo’s (2009) large-scale quantitative study of over 3,000 teachers revealed that the school’s behavioural climate profoundly affected mobility decisions, especially for first-year teachers. On the other hand, Bradley, Green and Leeves (2006) find the effect of student body composition to be statistically insignificant and that on the whole, how behaviour problems are managed plays a greater role than the problems themselves. In 2.6 we find that more than 70% of surveyed teachers’ decisions consider pupil behaviour when deciding where to teach, more than the proportion that would consider pupil attainment.

The challenge of poverty, remoteness and rurality

Schools in socio-economically disadvantaged areas tend to struggle to recruit and retain high-quality teachers (Ofsted, 2001; OECD, 2005). Meanwhile, rural areas often find that teachers move to more urban areas (Arnold et al, 2005; Bradley, Green and Leeves, 2006). Although financial incentives have been found to encourage teachers to move to rural areas, they do not guarantee that teachers will stay there long (Bradley, Green and Leeves, 2006). On the other hand, in some cases, rural communities are able to attract a specific minority of teachers that have a personal connection to the community, or who value a schools’ central role in a small community - or indeed a schools own sense of community (Burton and Johnson, 2010). This is something that came through strongly in our Derbyshire case study, particularly in a very small village primary.



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Part 2: Findings

2.1 Joining the profession

The context of an upcoming bulge in school-age population, an improving economy and fears that workloads are driving teachers away from the profession make it crucial to understand what will attract teachers to the profession

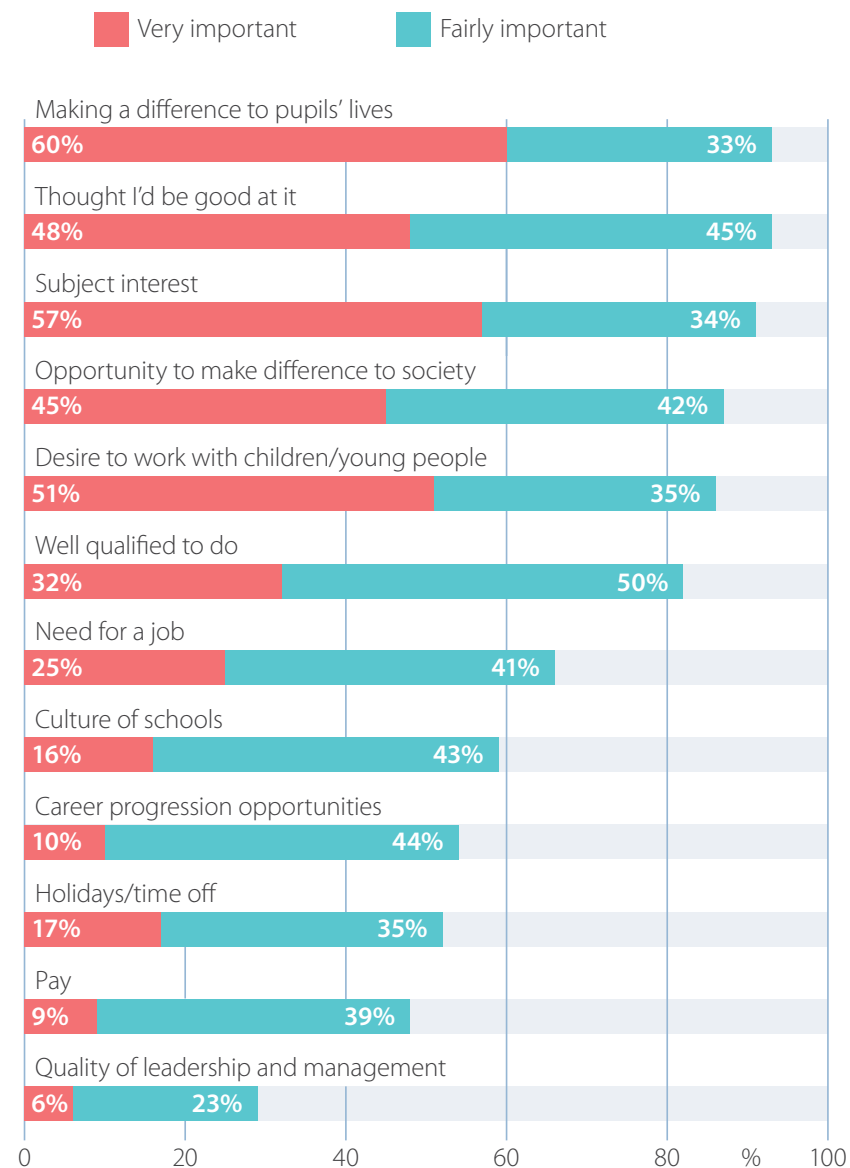
The most common reason for going into teaching amongst survey respondents' was a belief they would be good at it. A desire to make a difference to, and work with, children and young people also played a crucial role. Amongst secondary respondents, an interest in a teaching subject was particularly important whereas primary teachers were more likely to have an overall desire to work with children and young people, something that several primary school interviewees emphasised.

Top three reasons for going into teaching (based on factors considered 'very important')		
	Primary	Secondary
1	The opportunity to make a difference to pupils' lives - 69%	My interest in the subject I teach - 69%
2	My desire to work with children and young people - 68%	The opportunity to make a difference to pupils' lives - 56%
3	I thought I'd be good at it - 56%	I thought I'd be good at it - 46%

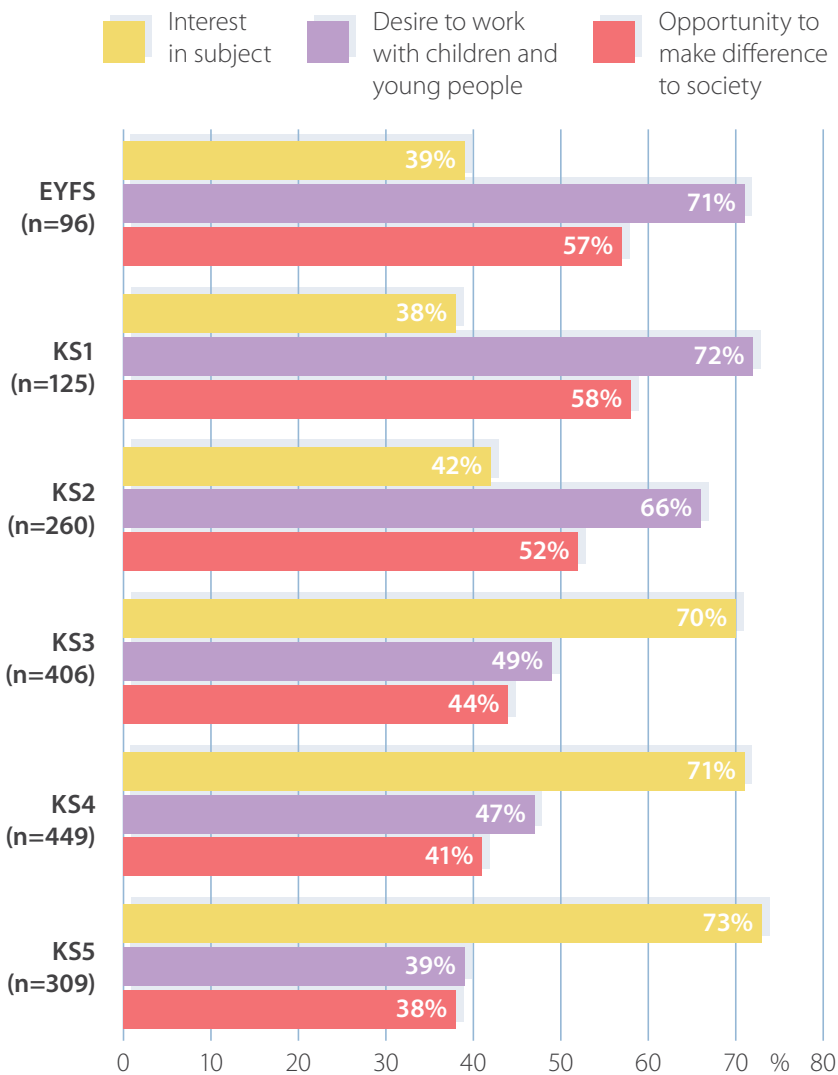
"I do love children... I'd always wanted to be a teacher, even when I was younger, we used to play schools all the time... I like my little characters, making a difference"

Focus group participant, Plumcroft Primary School

Reasons for going into teaching (n=1009)



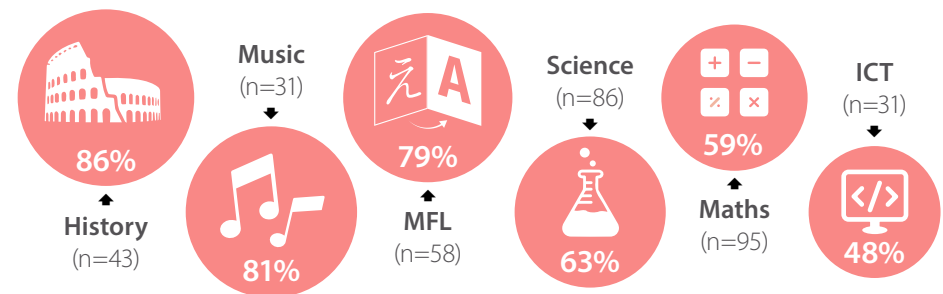
Pupil and social motivators compared to subject related reasons for going into teaching by Key Stage (factors rated 'very important')



The role of subject interest also varies across subjects: amongst our sample it played a very important role in the vast majority of History, Modern Foreign Language and Music teachers' decision to enter the profession, but it was less often important to Maths, ICT and Science teachers, a finding with parallels to previous research showing that:

"The appeal of teaching is not...equal for all undergraduates. Students intending to go into teaching are more likely to... be studying English rather than science, engineering or technology"
 Spencer et al., 2000⁵

Proportion of teachers for whom an interest in a particular subject played a 'very important' role in an initial decision to go into teaching



This may be because there are many careers opportunities working directly in STEM whereas it is harder to find a role outside of teaching in which one can work directly in the humanities and arts day-to-day.

“One of the things I loved when I was doing my A Levels and my foundation degree was if I had a skill and I could show someone else how to use that skill, I really enjoyed that. So I thought well I might as well go with teaching because that’s basically what the job is.”

Lucy, Art teacher, Chesterton Community College

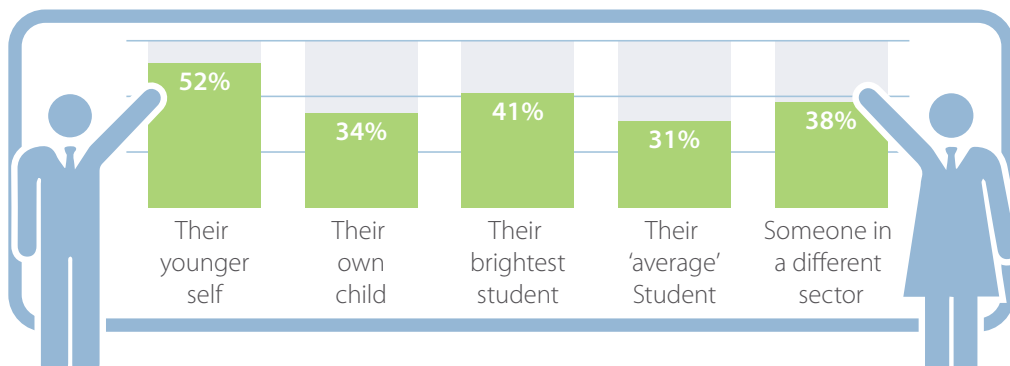
Given this, if subject interest is considered a desirable characteristic for teachers and STEM specialists are to be drawn into teaching, then opportunities to remain engaged in science and maths whilst teaching will be needed.

Most surveyed teachers do not regret their decision to enter the profession and would recommend teaching to their younger self. Head teacher Nadia for example describes herself as ‘evangelical’ about teaching:

“When I meet people, I try and convince everybody to move into the profession. Because you meet great people, you meet great people with big hearts. So when I get on with people, the first thing I say to them is why don’t you work in schools? You really need to be involved in working in schools, whatever they do.”

Nadia – Meadow Primary

Proportion of teachers who would recommend teaching to...



The variety of the job and the fact that it is ‘never boring’ leads many teachers to see their job as more attractive than other jobs; as one put it “I don’t think I could do a job where you just sit and do the same thing every day, sit in an office and do the same thing”. Yet despite this, in general most surveyed teachers would not recommend the job to others, perhaps because of how demanding it is:

“Don’t go into teaching... (because of) the workload. I work... you know, I’m here at eight o’clock in the morning, I don’t get home ‘til six o’clock at night, I have my tea, sit down and I work ‘til eleven, twelve o’clock most evenings. So it’s not much of a life... And I don’t see things particularly getting easier.”

Derbyshire Primary teacher

On the other hand, others’ reasons for caution is that it is a difficult job that only some can do. This may explain why more teachers would recommend the profession to their ‘brightest’ student than to their ‘average’ student. Assistant Head, Claire Rifkin for example would recommend teaching to their child but only “if I felt that they had the attributes that would make them a great teacher.” Meanwhile William would want to “give them some advice” and “tell them to prepare themselves”

“Teaching’s such a stressful job... it encompasses your life completely... it can be quite destructive as well... If my child was very clear they wanted to do it then fine “

William, Stationers Crown Woods

2.2 A regional university city

Cambridge is probably most famous as a university city. It is located around fifty miles to the North of London and has a fast growing population of approximately 120,000. Cambridge's inhabitants are younger than average for the UK as a result of the large student population and those (like many of the teachers we spoke to) that elect to stay in the city after graduating.

The city is home to a technology based business community of global importance. The university is also a major employer and the city is a key retail and administrative centre; it is the East of England's regional capital. The city is an important provider of public sector jobs and is also a major UK tourist destination. The city has a far greater proportion of independent schools than the three other case study areas.

The city's size, diversity, cultural life, transport links and a sense that it is a "good place to raise children" help make it an attractive place to teach. As a result, Sarah Thomas⁶ an experienced teacher at Kings Hedges Primary school would not even consider working elsewhere:



Brackley Photographic

"It's the nicest place in the world isn't it? It's a lovely place, who wouldn't want to live in Cambridgeshire? (it's) the history, the environment, the facilities, the flatness, being able to cycle to work"

Similarly, Lucy an art teacher at Chesterton Community College explains:

"Cambridge is an area that as an artist, you're always in mind of sort of doing your own work...there's a lot of open studios, there's a lot of opportunities and galleries and artist forums. So it's quite a creative atmosphere"



Brackley Photographic

The area is a draw for teachers of all subjects: Ian, a Science teacher at Hills Road 6th Form College argues that the large concentration of research institutes means he has access to networks which he could not find anywhere else. His colleague Beth has similar views in relation to history: having taught in Hertfordshire for a while, she returned because "there wasn't this same sort of buzz there and I wanted to get back into that network".

On the other hand, Cambridge is not popular with everyone: Jo Angel, Headteacher of Kings Hedges, one of Chesterton's feeder schools came to the city for family reasons and has remained because of her commitment to the school's community. However she describes the city itself as "smug, complacent and elite." Meanwhile for other teachers, it is Cambridge's countryside and unfortunate flatness, combined with distance from the sea, which is its primary drawback.

Some of the country's fastest rising housing costs, (with the average house now costing £348,000) pose a particular challenge to recruitment in Cambridge and younger teachers often find themselves unable to get on the housing ladder, forcing them to commute for up to an hour. This can leave many teachers with little choice but to move to schools outside the city. In the past, this challenge has led Chesterton to consider building accommodation for its teachers and in Jo's view the Local Authority should take the situation in hand by providing housing for teachers.

Whilst Cambridge is generally affluent, pockets of poverty mean that schools in some areas serve a contrasting demographic and this can be important to socially motivated teachers as Nick explains:

"It is a school very much of two halves... in an area like Cambridge... you either get the schools in the centre which almost exclusively take their student body from highly educated, wealthy, white, black and middle class, upper class backgrounds, or schools that are in the suburb areas, touching on sort of Cambridgeshire which is very impoverished and white working class. Chesterton seems to be bang in the middle... so you don't feel overwhelmed by the fact that you're only ever working with people who struggle and equally, you don't feel bored by the fact that you're only ever working with people who succeed"



Brackley Photographic

Deputy Head Rolf Purvis agrees:

"I think people are attracted to Chesterton partly because of the diverse intake... at any moment you could be teaching somebody who is clearly bound for one of the top universities, is highly, highly intelligent, the next lesson you might be teaching somebody who is struggling with reading. You have children who have come from all over the world, so you have about forty languages spoken here, so that international mix is wonderful and it's not dominated by one particular ethnic group which makes it quite unique. It's a truly comprehensive school - children living in Bed and Breakfasts... struggling to feed their children and others living in multi-million pound houses"

Kings Hedges serves a particularly disadvantaged intake. It is therefore the "backbone to this community" according to Sarah, who says "you feel like you're doing a worthwhile job here." The challenge of working with this intake is not lost on Jo who thinks it means the school attracts a particular type of 'driven' teacher:

"It is more challenging, it is more demanding, it takes everything you've got and [the reason people work here is] because you buy into what we're trying to do - which is the very best we can for our pupils, to offer them an equal access to life"

As was noted in section 2.1, whilst it is common for primary school teachers to be predominantly driven by a child-focused interests, subject-focused interests are often more important to teachers in the upper key stages. This is certainly the case at Hills Road Sixth Form College where History teacher Beth notes that:

"I wanted to enjoy my subject first and foremost and then formulate a career from that point onwards... I felt that if I went into academia it might be a little bit isolated, so I wanted to combine those two things so I didn't feel isolated but I could continue enjoying history, learning history, reading history - and teaching allows you to do that, you're always having to read up on your subject - you're learning as much as you're teaching"

Beth, Hills Road 6th Form College

At both Kings Hedges and Chesterton we found teachers who had attended the school themselves. One teaching assistant at Kings Hedges who is about to begin teacher training explained that she had had a great experience as a pupil with strong positive role models amongst her teachers and, having completed a law degree, she now wanted to do the same for the next generation:

"The current head teacher was my head teacher and she's always been an inspiration... it's just always felt like home to me really... I have a lot of fond memories of being here, working here and as a pupil"

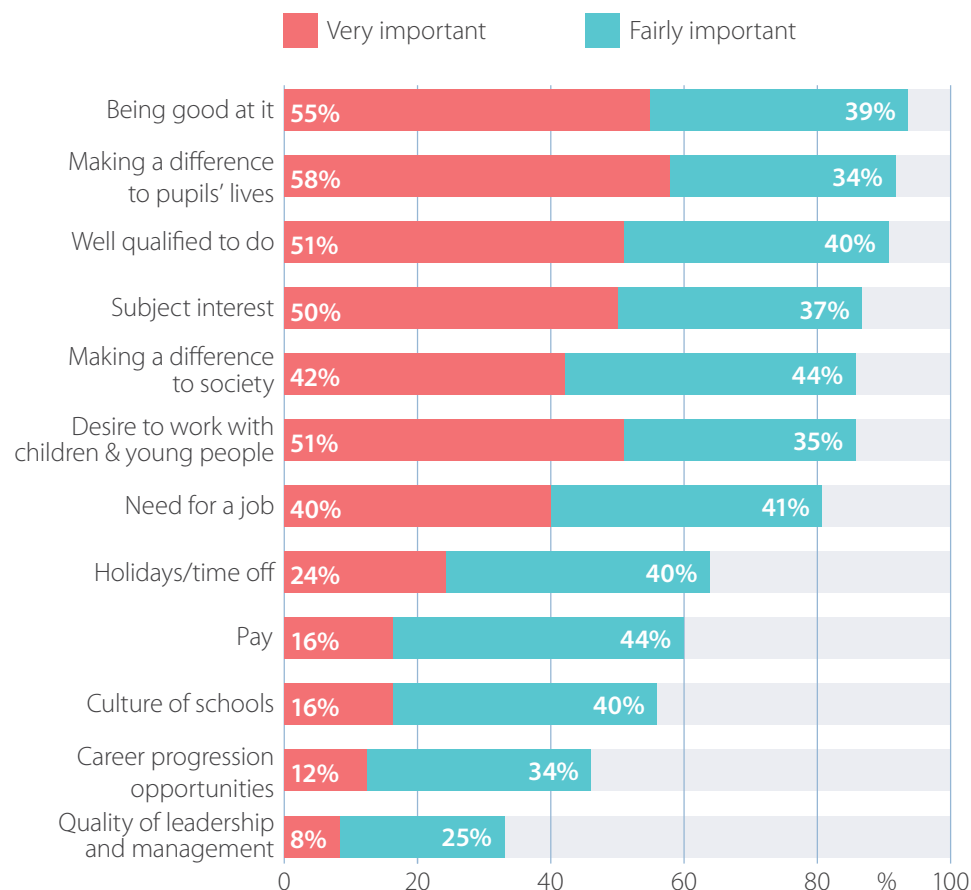
Focus group participant, Kings Hedges Primary School

2.3 Why do teachers stay in teaching?

Full time teacher 'wastage' rates have increased from a ten year low of 6.5% in 2009-10, to 9.2% in 2014⁷. By understanding what keeps teachers in the profession the sector can ensure teachers are happy in their job and that talent is better managed.

Teachers primarily stay in the profession because they feel they are good at it and that they are having an impact.

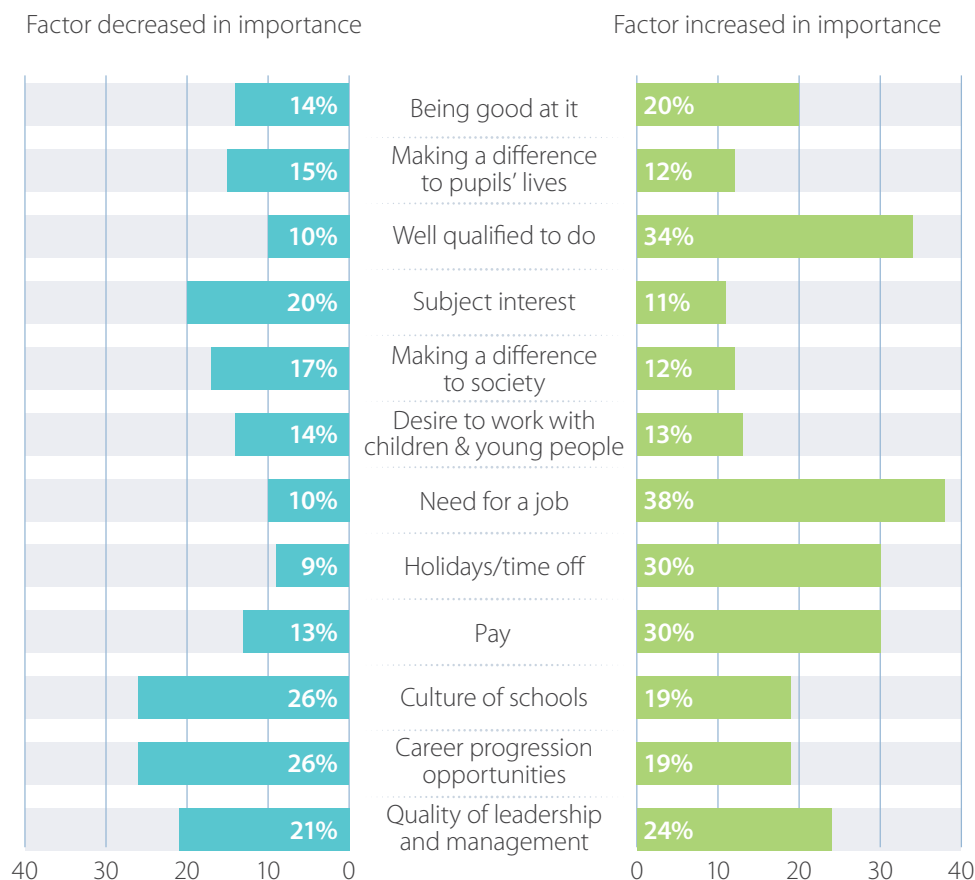
Reasons for staying in teaching



"Now I know I'm good at it. And that's not being big headed, I mean fifteen years in - if I wasn't any good at it, I wouldn't still be doing it... the reason I'm still teaching is because I can do it"

Jane Groves⁸, Plumcroft Primary School

Teachers for whom factor increased or decreased in importance



Anything that makes teachers feel like they cannot do their job well is therefore likely to have a profound effect on retention. On the other hand, the reasons teachers stay in the profession are not always the same as their reasons for entering it. Teachers believe that the following factors play a much bigger role in keeping them in the profession than bringing them to it in the first place:

- Pay
- Holidays
- Being well qualified
- Needing a job

Ian, explains this saying:

"Sometimes you actually get a bit trapped because when you're earning a certain amount of money, and you get used to the holidays and the benefits that come along with teaching, even though it's hard work, to find something else on a comparable wage is very difficult. And I think once you become a bit institutionalised with regards to the terms and holidays then it'd be very difficult to go to a eight 'til six job with four weeks off again, because that's one of the main reasons why I've stayed"

Ian, Buxton Community School

⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440582/Additional_Tables_SFR21_2015.xlsx - note some changes in reporting dates may also have affected numbers

⁸ Pseudonym

During interviews, teachers spoke about the power of “lightbulb moments” and the “daily challenge” that kept the role a “living job” and meant they could see their impact.

“You can feel proud... when you let them go at the end of the year... they’re different to how they were when they first came to you and you have given them a good stepping stone”

Focus group participant, Kings Hedges Primary School

Attitudes to reform

The pace of change in education plays a paradoxical role in teachers’ feelings about staying the profession: for some it is a cause of constant frustration, for others it serves to keep the role interesting. For example, over the course of her long career, Sarah has taken on new responsibilities in response to changing policy priorities and found this fascinating:

“I never even knew it [PSHE] existed in my first few years of teaching and then it gets flagged up and then I developed the area... Likewise philosophy, that’s our new area, pupil voice, again, never heard of it when training, but now of course it’s big and it’s interesting and it’s been nice to take on a role and work with that”

Sarah, Kings Hedges Primary School

Her head teacher, Jo is also positive about changes that have affected schools:

“I think what’s happened has made it more professional... having a national curriculum, raising standards, higher expectations of teachers. I don’t think what has happened in the last 20 years has done any harm”

Jo, Kings Hedges Primary School

On the other hand, for others, the job has become less fun because they have been forced to teach in a way that does not feel right to them resulting in them feeling ‘like a round peg in a square hole.’

“I love working with the children but over the years the job has changed and I think higher up the kids are seen as numbers and not children and it’s become quite stressful, a lot of pressure, there’s too many targets and it’s not as fun.”

Derbyshire Primary teacher



Brackley Photographic

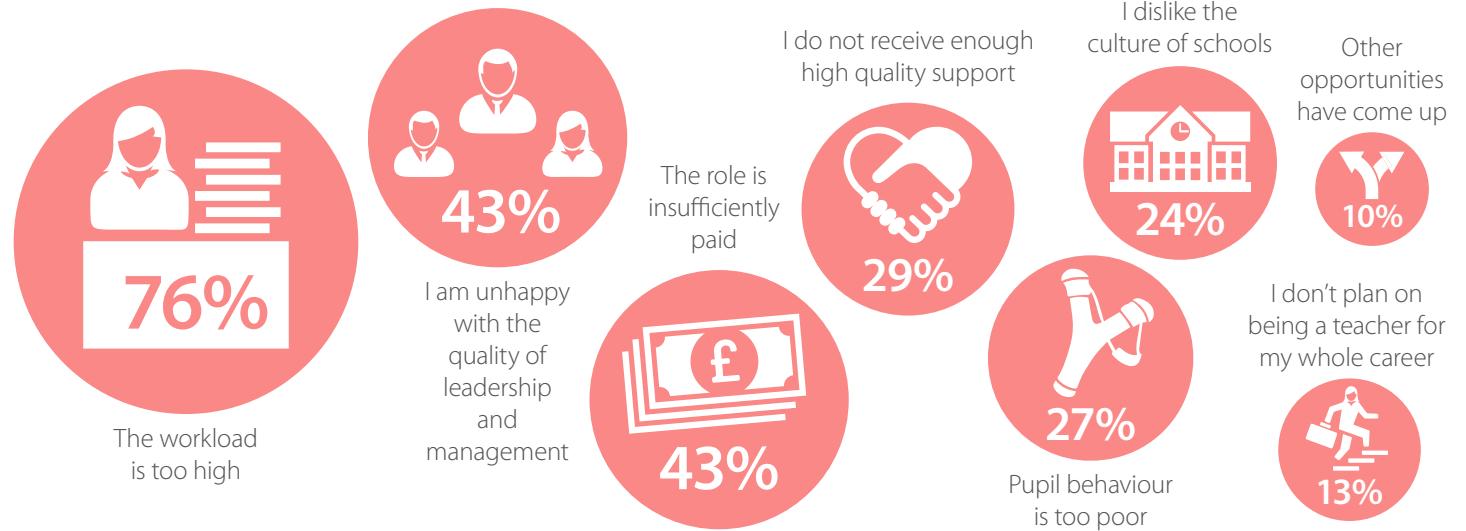
Leaving the profession

More than half (59%) of teachers have considered leaving teaching in the last six months and for those that have considered leaving in that period, workload is by far the most important reason for this, although poor leadership and insufficient pay also play a role. Science teachers amongst our sample were most likely to have considered leaving the profession and Maths teachers least likely to have done so (67% compared to 49%).

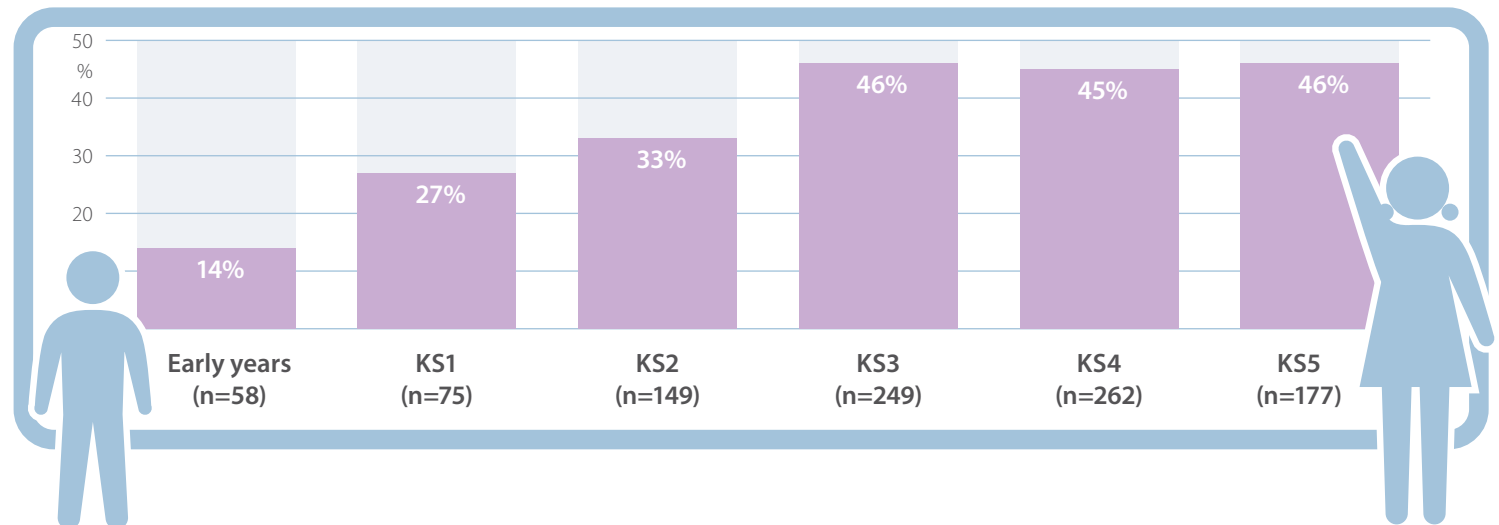
Pupil behaviour was an issue for more than a quarter of surveyed teachers who had considered leaving and it did not only affect secondary school teachers; more than a fifth of primary teachers who said they had considered leaving teaching did so partly because of behaviour. However, behaviour appears to be less of a concern in grammar and independent schools, perhaps unsurprisingly given their very different intakes.

Concerns with school leadership were significantly more common amongst secondary and FE respondents. Improving relations between teachers and managers in these phases may therefore play an important role in increasing retention.

Reasons for considering leaving teaching (n=591)



Reasons for considering leaving teaching: "I am unhappy with the quality of leadership and management"



Leadership, retention and progression

Teachers are divided when it comes to the role leadership and management plays in keeping them in the profession. Almost half of respondents either increased or decreased the importance they accorded it in relation to reasons for entering compared to reasons for staying, but these teachers were almost equally split between those for whom it became more important and those for whom it became less important.

Compared to respondents who were classroom teachers, those that were in middle leadership positions were significantly more likely to describe opportunities for career progression and subject interest as playing a 'very important' role in their decision to stay. Meanwhile for Head Teachers and Senior leaders themselves the four factors that were rated very important for staying in teaching were:

1. Opportunity to make a difference in pupil's lives (62%)
2. Being good at it 53%
3. Desire to work with children and young people (53%)
4. Being well qualified to do it (52%)

All of these have played an important role in keeping Rolf Purvis (deputy head at Chesterton Community College) in the profession. He has spent twenty-nine years working in the same school and explains:

"I love teaching or being in a school and being part of a community perhaps more now than I did when I first started. Given that it's the same institution, I do sometimes think... I'm enormously privileged actually to have that feeling. I still look forward to going to work. Next week is the summer holidays and I guess when I first started I would have been counting the days a few weeks before thinking 'isn't it great, we're going to be free'. Now, that's no longer the case, I mean I'm very much looking forward to the holidays - it's not that, but I'm also looking forward to coming back... Now, I guess I'm a teacher for the right reasons! I really do feel that schools can make a huge difference to children's lives... you can see how there is real social mobility in terms of some of the families that have sent their children here... I think I might feel differently... if I felt there were no more challenges here, that the work I was doing here wasn't either appreciated or wasn't having the impact that I wanted"



Brackley Photographic

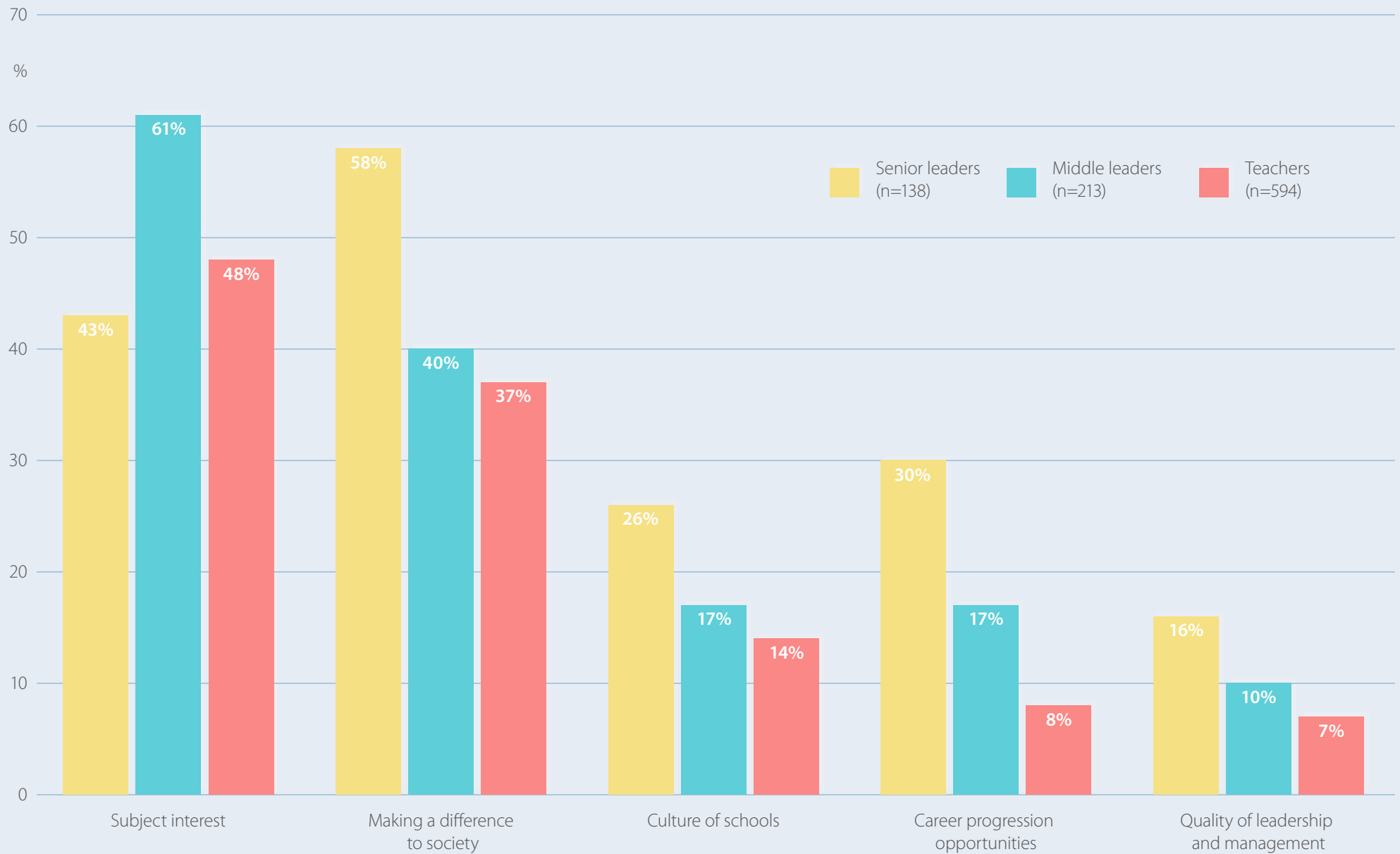
In recent years, system leadership of groups of schools has become an increasingly prevalent additional rung on the career progression ladder. It is a role that Tricia Kelleher, (Principal and Chief Executive of the Stephen Perse Foundation) has embraced wholeheartedly and which has helped keep her excited about her job.

"I haven't been a practitioner probably for ten years because of the complexity of the Foundation – there are six different schools on five different sites. But I am absolutely committed to education and the importance of education and I make sure I understand what's happening within the classrooms. I'm part of the team that set the strategic direction of teaching and learning... we're all learning all the time about how teaching is evolving and changing and reflecting on pedagogy. We have one of our schools that is a mixed ability school and it's quite interesting to see the practice there and to see what we can learn in the more selective parts of the school. I enjoy it. I can't think of a better job. What I enjoy at the moment in particular is that I'm at heart of setting direction of the school - and we're a school that stands for something. We're not all about exam results."



Brackley Photographic

Factors that played a 'very important role' in decision to stay in the profession by role



Getting hooked on teaching

"I went into it because I wasn't sure of what else to do, but I think once I got there I realised how great a job it is"

Stephany, Meadow Primary School

Not all teachers make an active choice to go into the profession; some go into it by default or circumstance but go on to fall in love with the job. For many it is the experience of working with children, the variety of the job, the reward of making a difference and having the right support structure in place that leads them to change their mind.

Sabiha, a primary teacher in Lowestoft began by volunteering in a school, then became a TA and then went on to do a PGCE.

"I learned about myself during that time and learned that I really love learning, I love education and it just felt really good and I was happy and it felt nice to have that relationship with all the children"

Sabiha, Meadow Primary School

Deputy Head, Stephany goes further and describes her initial entry to the profession as a "mistake" after her mum (a TA) suggested she come in for work experience:

"I spent, I think, two weeks in the school and basically just fell in love with the entire thing and I was lucky enough to be with a teacher who was very friendly and gave me lots of kind of responsibility... I knew nothing... I found her quite inspirational... So from that moment on I knew that that's what I wanted to do."

Stephany, Meadow Primary School

Nick is about to start school based teacher training at Chesterton Community College in Cambridge and is in a similar position; teaching is not what he expected to do with his life:

"When I left university I graduated, I went away for the summer and I came back and I was happy enough with my life ...but I felt like I had not had any particular rewarding experiences beyond your kind of basic pleasures of having fun at university and having a decent job and so on... I also didn't have any idea what I wanted to do as a career and that left me feeling lost and quite insecure about where I was going with my future"

He decided to take a short-term job as a cover supervisor and ended up hooked on teaching for largely socially-minded reasons:

"I wouldn't say that I was a particularly selfless person before I did this. I didn't think that much about needs of others and I came from a wealthy, homogenous background where I wasn't unaware of people's hardship, but I wasn't particularly engaged in reducing suffering either. And when I had my eyes a little bit opened to the level of suffering that was going on even in the place that I'd grown up, I became rather dedicated to the idea of reducing it... for the first time I felt like I was doing something I genuinely could be happy about - that I'm proud of and was worthwhile."

Nick has quickly amassed responsibilities taking on a role leading provision for pupil-premium students in Science as well as working with a small group of disadvantaged year elevens, helping them to make accelerated progress in English and Science. The fact that he had the opportunity to work with the pupils most needing support was particularly motivating for him and is clearly a driving force behind his current career ambitions. In the future he would like to move to London for personal reasons but also because he wants to widen his experience in a place where "there are a huge number of challenging schools and opportunities".

Ultimately, providing and making people aware of opportunities to enter the profession can therefore encourage people who would not otherwise have considered teaching to try it out:

"It was an advert on the TV. I'm really embarrassed to say that... I'd lost a job and I was unemployed and a TV advert came on... and I was sitting there super depressed, [I thought] 'Okay, I can do that' "

Focus group participant, Plumcroft school

2.4 An inner-urban area in the capital

Greenwich is located by the Thames and historically had an important role as a deep water harbour. As a result Greenwich became a base for trade and diplomacy and contains numerous features that attract visitors from around the world. Greenwich town centre is the most visited site in the capital outside of the City of London, and as a result tourism and leisure are important parts of Greenwich's economy. Tourism directly contributes 9,806 jobs in the borough. Substantial efforts have been made to regenerate the area in recent years and the borough played an important role in hosting many events in the London 2012 Olympics.

A larger than average proportion of the population is below the age of seventeen and the area is the most ethnically diverse of our case study areas with only 52% of the population identifying as White-British compared with 80% nationally. 14% of people in the borough identify as African.

William is now four years into his teaching career and as he thinks about the future, the benefits of the inner London weighting play a key role in shaping his plans

"I can't go back [home]. I would never teach in Somerset. I almost certainly wouldn't teach anywhere else in the country as opposed to Inner London. It's probably more stressful teaching here but financially... I don't think I'd be able to justify it [teaching elsewhere]"

William, Stationers Crown Woods Academy

The inner London weighting also played an important role in drawing his colleague Mark to Greenwich.

"When I moved over to this school, I was going from being a Key Stage Coordinator... [I could] come here with no responsibility and got a pay rise with London weighting... I live in an Outer London Borough, I live in Bromley, so literally I'm only about ten minutes down the road. I was working in a School in Kent and I literally just... I wanted to get out of that School and I just looked at Crown Woods and you're the first School inside Inner London, you've got an advertisement, I want the Inner London waiting. Boom!"

Mark, Stationers Crown Woods Academy

His colleague Adrian was the same and says *"the Inner London weighting was the main reason to apply here... I would have gone anywhere for Inner London work."* Down the road at Plumcroft Primary school, Assistant Head Toni also recognises that access to inner London weightings would affect her decision about where to teach. However, on reflection, several teachers at Stationers Crown Woods said that they might potentially move out of London in the long run but only once they reached a level of seniority that would allow them to move into a sufficiently well paid role outside of the capital. As Adrian explained:

"It would have to be for more money, something like that. It would have to be equal, the same pay or more for me to move because I've got to be honest, in the next five years I'm looking to put down a deposit for a house. If I don't have money, it's not going to happen."

Adrian, Stationers Crown Woods Academy

Similarly, one teacher at Plumcroft commented that it would take "lots and lots of money" to get them to teach elsewhere because they loved life in the capital. Indeed, the only other place they would consider teaching was somewhere abroad for a limited period. Her colleagues agreed, mentioning a "tropical island" or somewhere else abroad. The option of teaching overseas is not just a pipe dream given that in 2013-14, the number of teachers who left the country to teach abroad was higher than the number that qualified⁹.

⁹ <http://schoolsweek.co.uk/exclusive-more-teachers-left-to-go-abroad-than-did-a-university-pgce/>

Many families in Greenwich live in poverty and overcrowded housing but rather than discouraging them from working in the area, many of the teachers we interviewed were drawn to schools in the area by the challenging nature of their intake. As Toni puts it:

"I've always liked a bit of personality. I don't like an easy life... we've got work to do but we've got people that are willing to do it"

Toni, Plumcroft Primary School



Brackley Photographic

Similarly, William ruled out the possibility of working in a school serving pupils who, in his view, would do well wherever they went (see section 3.6) and one teacher at Plumcroft commented that:

"They're not always the privileged children, they're the children who don't have so much and you think you've got more to give them"

Focus group participant, Plumcroft Primary School

The possibility of moving to a school where behaviour was less challenging appealed to teachers at Crown Woods and in their view, the skills they had built up teaching in a challenging London school would make them desirable to schools elsewhere. On the other hand, teachers from both schools struggled to imagine themselves in a different context with one teacher at Plumcroft saying "I don't think I could go to a school where there's just a nice little quiet little town school."

As section 2.5 shows, teachers surveyed in London often choose to teach there because of a commitment to the school's community - something that might be surprising given the substantial flow of teachers into the capital from elsewhere. However, this factor was certainly important to one focus group participant who explained that

"It's always been very important to me to teach in my community. Some people don't like that but it's really important to me... I love seeing people out and about... because I'm teaching in my community and I've been here a long time, I know so many of the families and that has a really positive impact and I really like that standing in the community"

Focus group participant, Plumcroft Primary School

Several teachers at Plumcroft's desire to change their pupils' lives had been inspired by their own experiences at school:

"Everyone remembers a teacher, and I do always think about that, and I always remember Mr Bradley, History, secondary school, marathon runner, fabulous guy, and he so inspired all these disaffected teenagers. I do really think that's true, you always have at least one really significant teacher in your life that has an impact on you, and I guess I thought, "I'd like that to be me."

Focus group participant, Plumcroft Primary School

"I've always wanted to be like Miss Honey from Matilda and I did not like primary school... Always scared because the teachers always shouted and I swear I'm not going to be like that"

Focus group participant, Plumcroft Primary School

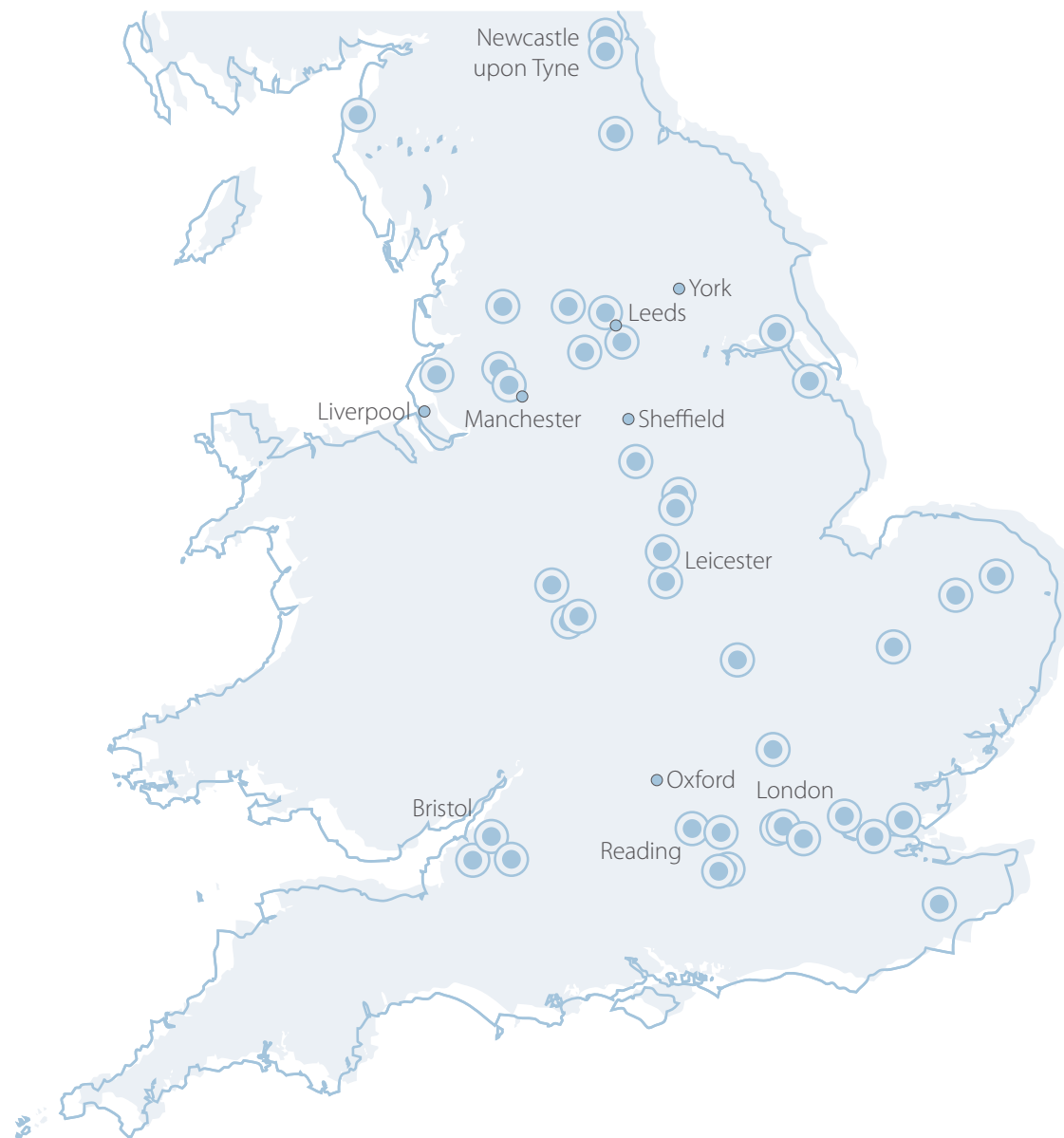
Finally, in contrast to some of the Primary school teachers in Derbyshire, the opportunity to work in a larger school was a particular draw for several teachers at Plumcroft who welcomed the opportunity to collaborate and socialise with colleagues.

2.5 How do teachers decide where to teach?

Given that teacher quality is one of the biggest determinants of pupils' achievement, understanding how teachers decide where to teach is crucial in encouraging them to move to the areas where they are most needed.

Practical concerns about commutability and family location dominate decisions about where to teach, however, teachers weigh these up in combination with pupil and school focused factors. It is these factors that school leadership teams have the most control over whereas other factors depend more on policy makers' decisions about housing, infrastructure and community planning. It is encouraging to note that teachers are willing to commute for the right school since this means schools can look outside their immediate vicinity when recruiting.

Overall, proximity to the university they studied at was very rarely important to surveyed teachers. However, as we saw in 2.2, interviewees in Cambridge often commented on its importance, suggesting that there are some areas in which University proximity plays an unusually important role. There are clusters of teachers for whom proximity to university is important around the cities of London, Bristol, Nottingham Birmingham, Sheffield, Leeds and Manchester. It therefore appears that schools in these areas are able to call on a pool of university graduates that may not be available in other parts of the country.



	5 factors most likely to play an important role	5 factors most likely to play some role
1	Being able to commute from where I currently live - 54%	Being able to commute from where I currently live - 79%
2	Making a difference to pupil's learning - 41%	Making a difference to pupil's learning - 77%
3	Being near my partner - 38%	The culture and ethos of a particular school - 67%
4	The culture and ethos of a particular school - 34%	Making a difference to society - 67%
5	Being near my family - 31%	The quality of life in the local area - 61%

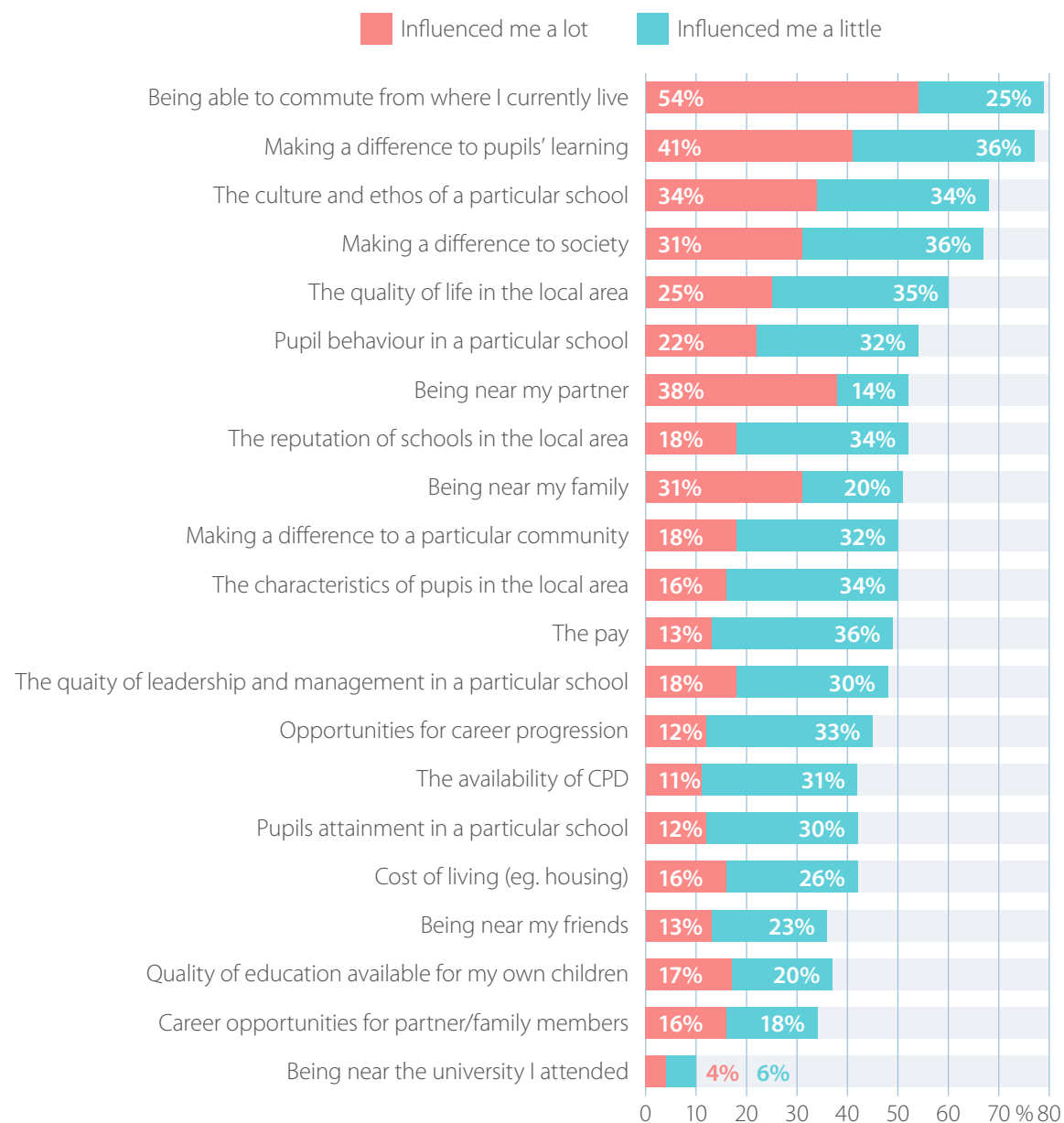
“The hard thing is work-life balance, there is no getting away from it and the more senior you become the less work-life balance you have because of all the additional meetings in the evenings. So I think if you’ve got a family, having the school fairly close to your family has got to be a strong factor because otherwise you just do not see them at all”

Claire, Highfields School, Matlock



Photo: Henry Iddon

Factors affecting teachers' decisions to teach in particular areas



Amongst our sample, young teachers (25-34) and those working in London were significantly more likely to consider where their friends lived when deciding where to teach. Meanwhile, family related reasons were particularly important to female respondents who were significantly more likely to consider partner's location or the quality of education available for their children. However, contrary to the so co-called 'trailing spouse' hypothesis - according to which teachers are drawn to London because of their spouse's employment prospects (McInerney, 2013; Cook 2014¹⁰), respondents in the capital were not significantly more likely to be influenced by partner's location or job prospects.

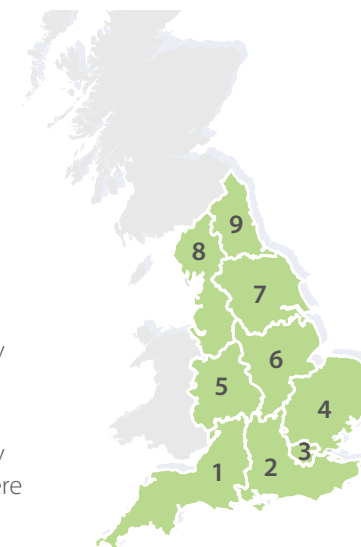
Unfortunately, our sample did not allow us to consider the influence of teachers' ethnicity but one interviewee described how this affected her decision about teaching in Lowestoft:

"I have to say from an ethnic minority background where I've been brought up with all my community and my culture all around me to come somewhere where it's not that prevalent - to see if I can feel comfortable and I can fit in, that was very important. And we visited and the people were so lovely and everyone was just so lovely, everything had that country feel"

Sabiha, Meadow Primary, Lowestoft

Influence of partner on location

- Being near to my partner influenced me to teach here
- Being near to my partner would encourage me to teach elsewhere
- Career opportunities for my partner/family members influenced me to teach here
- Career opportunities for my partner/family members influenced me to teach elsewhere



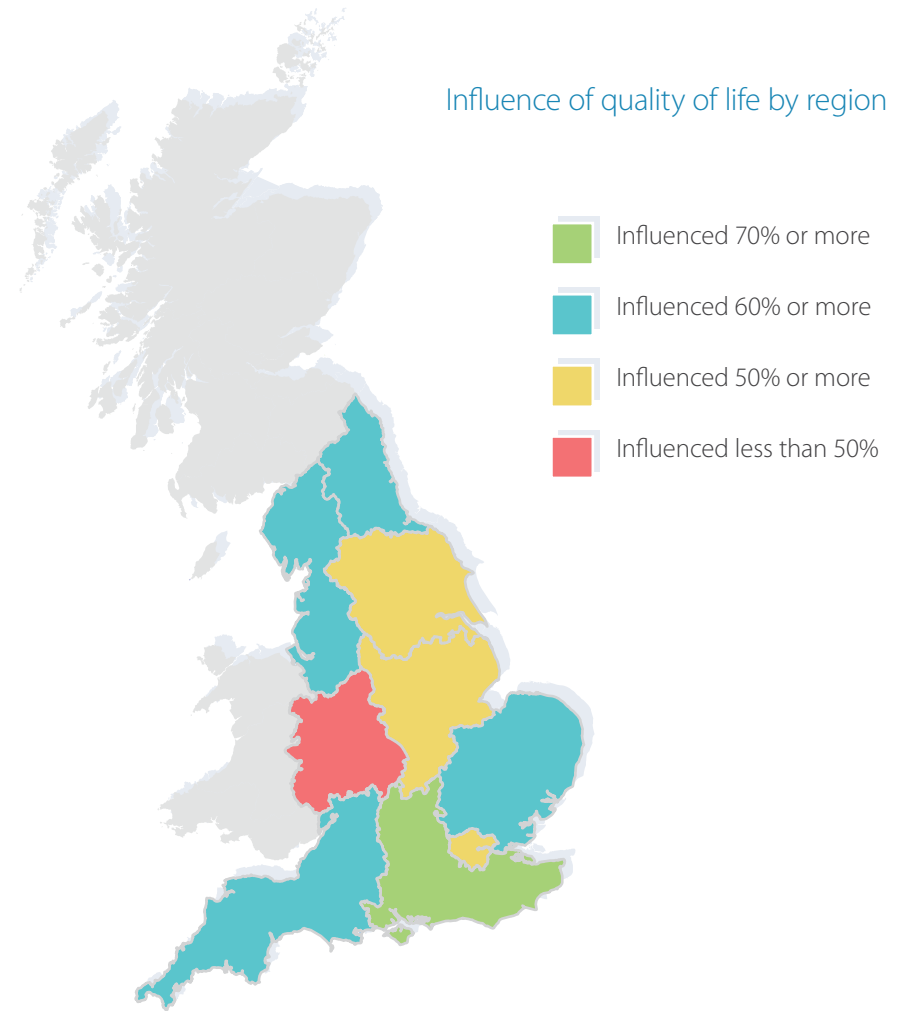
¹⁰ <http://lauramcinerney.com/2013/12/10/how-speed-dating-on-the-isle-of-sheppey-might-save-education/>
<http://www.bbc.co.uk/news/education-27869860>

In every region, commutability and pupil learning were amongst the top three reasons influencing teachers' decisions to work there. However,

- Making a difference to a particular community influenced 60% of respondents in London compared to 50% nationally.
- Quality of life influenced 76% of teachers in the South West, but was only cited by 45% of those living in the West Midlands.
- Teachers living in the South-East, South-West and London were less concerned about the cost of living in the region: whereas in Southern regions only around a third of respondents in each region considered the cost of living, in the rest of the country the proportion was nearer half. It is perhaps here that the trailing-spouse hypothesis re-emerges with teachers in these regions perhaps more likely to be married to highly educated (and thus paid) spouses (Cook, 2014) - mitigating the high cost of living.

Comparing primary and secondary school respondents reveals that the former appear to have a stronger local commitment: they were significantly more likely to want to make a difference to a particular community and to have taken into account the characteristics of pupils in their school's area. Meanwhile school culture and ethos is a particularly important draw towards faith schools, with 59% of surveyed teachers in these schools strongly influenced by it (compared to 34% nationally). Finally, pupil attainment strongly influenced two-thirds of respondents in Independent and Grammar schools' decisions compared to less than half of teachers nationally.

Influence of quality of life by region



	North East (n=45)	North West (n=117)	Yorkshire and the Humber (n=83)	East Midlands (n=107)	West Midlands (n=113)	East of England (n=142)	London (n=139)	South East (n=177)	South West (n=86)
1	Commutability	Pupil learning	Pupil learning	Commutability	Commutability	Pupil learning	Commutability	Commutability	Quality of life
2	Pupil learning	Commutability	Commutability	Pupil learning	Pupil learning	Commutability	Pupil learning	Pupil learning	Commutability
3	Quality of life	Society	Society	Society	Culture & ethos	Society	Culture & ethos	Culture & ethos	Pupil learning
4	Society	Culture & ethos	Culture & ethos	Culture & ethos	Society	Culture & ethos	Society	Quality of life	Culture & ethos
5	Family	Quality of life	Community	Quality of life	Partner	Quality of life	Community	Society	Society

2.6 A rural area in the north

The Derbyshire Dales and High Peak are rural areas in North Derbyshire. The areas' population is older and more ethnically homogenous than on average in the UK with 23.5% of the Derbyshire Dale's population aged over 65 (compared to 16% in the UK as a whole) and 96% of people White-British. The area is relatively affluent: 73% of households in the Derbyshire Dales are owner-occupied (compared to a national average of 64%) and average house are £253,190. A relatively low proportion of pupils therefore take up free school meals (10.7% of pupils in the High Peak). Tourism is a major sector in the local economy and a large proportion of adults commute to the nearby cities of Sheffield and Manchester. Pockets of higher youth unemployment, lower education levels and overcrowding exist in quarrying areas around Buxton. According to Claire Rifkin, pupil demographics shape the experience of teaching in the area:

"It's quite an affluent area, I know there is some deprivation but it's very low compared to the areas I've been in before so we're looking about 20% pupil premium here whereas in my previous school we were looking at 75% to 80%. And that is clearly a factor because students come in already very articulate, already very keen readers"

Claire Rifkin, Assistant Head at Highfields School



Photo: Henry Iddon

Others felt that their schools' relative cultural homogeneity offered another challenge; Beth Adair explained that, in her role as a philosophy and ethics teacher:

"there is a lot more to be accomplished in the school where we are, where we are quite rural and where the kids generally have a background where they are not going to be [aware of different cultures]. There is more to be achieved in a school like this"

Beth, Buxton Community School

Overall, teachers in Derbyshire argued that the location was a significant pull factor with Shelley Barton, a Learning Support Assistant at Buxton Community School (a Secondary school on the edge of the National Park) arguing that the quality of life there was high because of "the location, the pace of life, quieter, not so built up and hemmed in". Similarly, one interviewee at Highfields School, a secondary on the outskirts of Matlock commented on:

"the openness of this school, we are in the countryside but the school itself is all open. I've been to so many different schools where there's a huge gated fence around it. There isn't a better school that I've seen that I would prefer to work at, in terms of the environment; I love my office, I get to look out on the lovely view every day"

A side-effect of the relative remoteness of villages in the area is that there are a number of much smaller than average primary schools serving a large number of small, dispersed communities, and feeding a far smaller number of secondary schools, located in the larger towns. The large number of rural primaries creates a distinctive small school culture that Earl Sterndale Primary School exemplifies. The school only has 26 pupils who are taught in two groups, one at KS1 and one at KS2. Although they might not have been looking for smaller schools at the start of their career, a number of staff at Earl Sterndale now consider themselves small school specialists, and could not imagine working in larger schools. Some described the attraction of small schools in terms of the atmosphere:

"I think in a small school... it's like one big family; you have to get on, you know, you can't have any upset between staff or... you know, you've all got to pull together because there is obviously lots of jobs and only of a couple of you. Whereas in a big school everybody's got their own little job and they go home, here everybody's doing everything"

Teacher, Earl Sterndale Primary School

Dan Holden, the head teacher at Earl Sterndale has built a career working in similar sized schools and values the lessons he has learnt about *“atmosphere and ethos.”* If he were to consider moving schools, atmosphere and size would be the main factors he would consider. However, the importance to the local community of continuity and his commitment to it mean he is not planning to move:



Photo: Henry Iddon

Photo: Henry Iddon

“The head teacher who was here before me was here 26 years. The head teacher before him was here for 33 years. So I am only the third head teacher here in 70 years.... At the moment my plan is just to keep going.”

On the other hand, some teachers at the school acknowledge that working elsewhere would be an opportunity to learn something new. One for example recognised that it might be interesting to experience an inner city school where they would learn more about areas such as Special Needs and reading recovery. Ultimately however, for the most part, teachers at Earl Sterndale valued their school’s strong links with the local community and the fact that living in the same village meant they could get to know the pupils “really well...

inside and outside of school”. They also felt that working with the same pupils for several years in a row, allowed them to “tailor it to their needs”:

“Because you’re teaching these children for three or four years so you know them really well so you can hopefully pull in subjects or topics that you know will hopefully motivate them.”

Focus group participant, Earl Sterndale Primary School

Family ties also played a role in teachers’ decisions to work in the area:

“Well all my family live here so obviously that’s really... well it’s really important to me, so I would never leave the village”

Focus group participant, Earl Sterndale Primary School

Ian Cottrill, associate senior leader and head of business studies and economics at Buxton Community school concurs:

“My wife’s a teacher so having holidays together and we’ve got two kids, it really fits in for us and that’s a big part of it, you know, and it’s difficult in term time because of the amount we have to do but everything outside of that fits in for our family... I wouldn’t move because my family’s settled, my wife’s in a good school”



Photo: Henry Iddon

Whilst the Derbyshire Dales encompasses an area of 795 km², it only has seven secondary schools, the area’s rurality therefore means that teachers in the Derbyshire Dales and High Peak are less able to move between schools compared to teachers in other areas, something Ian describes as “the immobility of labour”.

“It’s close for my children, [in my previous job] I was commuting over an hour most mornings and evenings and I’ve got two small children. So quite often I didn’t see them for three or four days because I’d leave before they were up and I’d get home when they were in bed... so being nearer home for me was a big pull”

Claire Rifkin, Assistant Head at Highfields School

Shelley Barton, also highlights the role of travel considerations saying that *“because of our location and what the winters are like and the fact that I’d got two small children, I wouldn’t have gone too far out of Buxton.”*

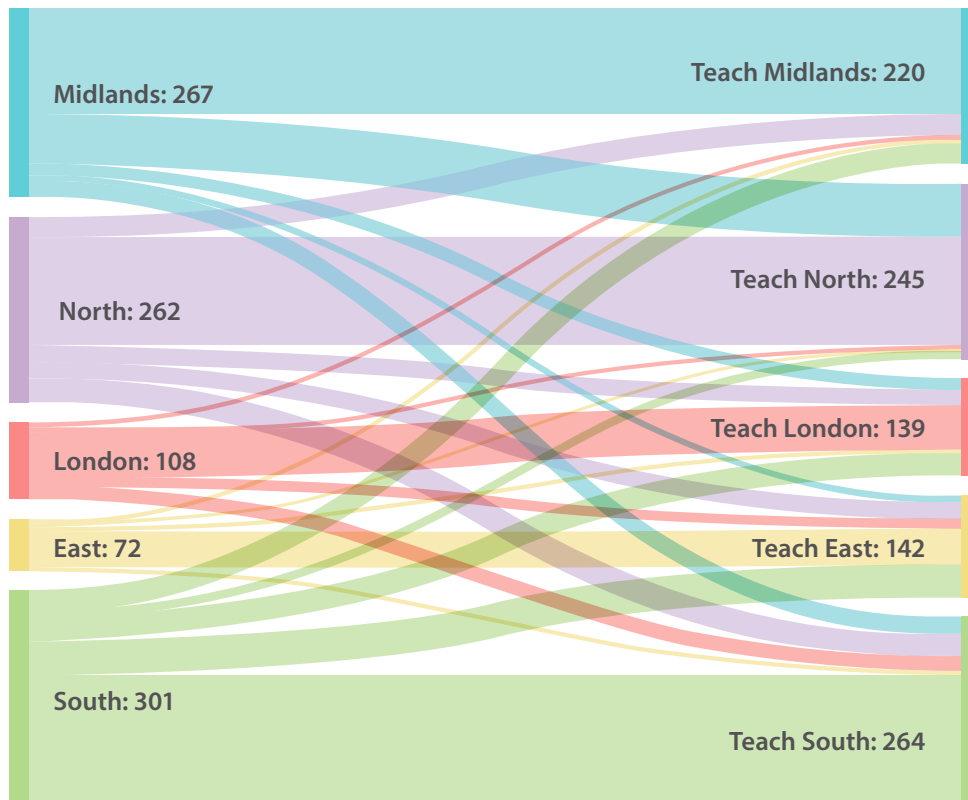
“In London there’s a lot of movement and staff turnover but here people... if they like the job they tend to stay in it, don’t they?... because people seem so settled and happy to be where they are”.

Focus group participant, Earl Sterndale Primary School

2.7 What affects teachers' decisions to move elsewhere?

A desire to tackle localised educational disadvantage has led teacher development programmes to take an increasingly geographical focus. However, moving to teach in a different region is a big decision and it is therefore important to understand what factors might affect mobility.

As the diagram below shows, comparing where respondents went to school themselves and where they now work shows that they have generally remained in the region they grew up in. Inter-region mobility therefore appears to be low with staying in one's home region the default position.



Teachers who would be influenced by the availability of CPD



When teachers do consider moving, they take into account a combination of lifestyle and school specific factors. However it is school culture and ethos; commutability and quality of life that are most important.

Overall, professional motivators like CPD and career progression were not particularly salient considerations for respondents, however, these factors were much more important to younger teachers (25-34). These teachers also reported being more likely to stay in teaching because of progression opportunities and CPD, suggesting that if schools want to attract a pool of new teachers they need to provide the best possible career development opportunities.

"If you're going to go and get a different responsibility or if you're going to go and go into leadership then to me, that would be my main reason for moving I think"

Stephany, Meadow Primary School

By creating a 'mobility index' we can identify 'sticky' teachers (for whom very few factors would encourage them to move), and 'mobile' teachers (who are most open to influence¹¹). This shows that age is a big determinant of willingness to move, with mobility gradually decreasing as teachers put down roots and grow older. It also shows that respondents in Deputy and assistant head roles were particularly open to influence. For them, three factors were significantly more likely to encourage them to move areas compared to teachers

1. The availability of CPD
2. Opportunities for career progression
3. Pay

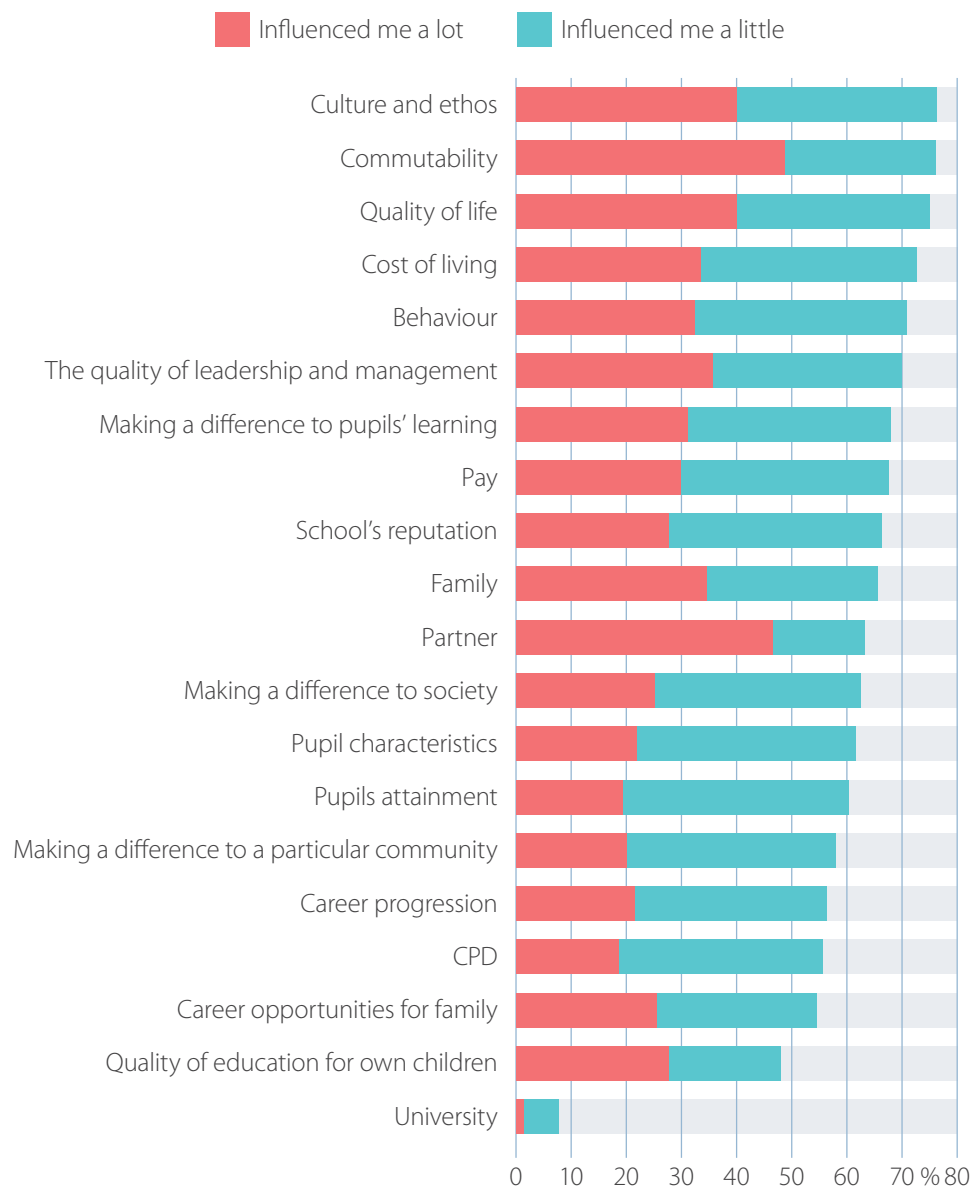
Respondents in middle leadership roles were also significantly more likely to be influenced by these factors and on top of these, were also significantly more likely to consider pupils' attainment in a particular school.

Mobile teachers (mobility index > 80%)	Sticky teachers (mobility index < 20%)
25-34 year olds	55+ year olds
35-44 year olds	Teachers in the South of England
Deputy and Assistant Heads	FE Teachers
Teachers originally from the West Midlands	Teachers of subject 'other'

"I would like to become a deputy and then a head myself, so I will move for promotion... I think all of the moves I've made... I've always gone for a promotion so I am quite ambitious."

Claire, Highfields School, Matlock

To what extent, if at all, would the following factors encourage you to teach in a different region?



¹¹ The limitation to this approach is that, for example when teachers say that being near to family would influence them "a lot" their current proximity may act as a barrier to moving rather than a motivator.

'Super-Social' teachers

Nadia is head of Meadows Primary school in Lowestoft. She came to the area on the "Talented Leaders" programme which aims to bring committed and skilled school leaders to the areas that need them most. She describes herself as "100% aligned to their mission."

If programmes like Talented Leaders are to succeed, there needs to be a ready supply of leaders willing to move for mission-based reasons. Encouragingly, our survey suggests that 16% of respondents were 'super-social': i.e., the opportunity to make a difference to society, to a particular community and to pupil learning, would influence them to move 'a lot'. We were able to identify sixty-three 'super-social' teachers' current location and found that they were largely concentrated around Manchester, Leeds and London. Twenty-six of these super-social teachers were head teachers, more than half of our sample of heads and Nadia's explanation of why she moved to Lowestoft goes some way to reveal what drives these leaders:

"What I do is work with children that don't easily have the opportunities to be successful at school. And that's what I want to do, and that's the sort of school I want to lead in. That started a journey basically for me in terms of really defining my own personal mission... I did however have a preference for Suffolk because I read so much about East Anglia and what was happening here and having had childhood holidays here, I couldn't believe that something I held as quite special and pretty and beautiful and English - just

totally lovely; I couldn't believe the state of the education system the more I read about it here. So I did have a preference to come here because I saw it as the greatest challenge"

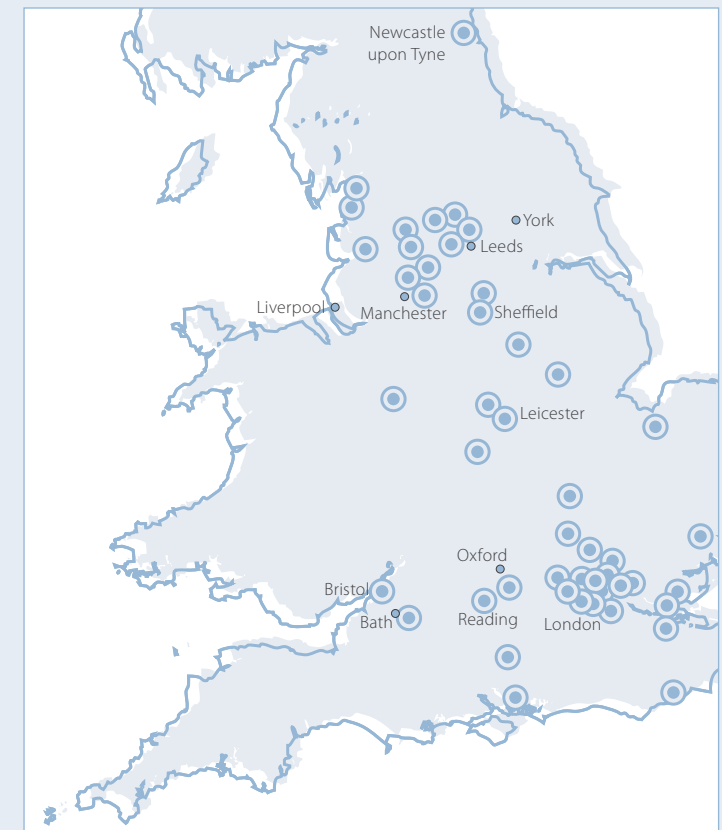
Talent hunting is important to Nadia and she explains that:

"When I get on with people, the first thing I say to them is 'why don't you work in schools? You really need to be involved in working in schools'... And two members of staff that are working here have moved professions to do it and I'm supporting them through schools direct program, and essentially I headhunted them because of who they are. My belief is that people like that should be in schools."

Her colleagues agree, admitting that Nadia's mission based zeal drew them to the school. As one puts it they were "sold" on the "making a difference angle" admitting that if the leadership was not inspiring they probably "would not have bothered"

"Knowing Nadia was leading was an important factor. I think leadership of a school makes a massive difference to how it runs... I know her style and she mentored me a bit and I felt that I really liked the way that she led the team. That was important"

Sabiha, Lowestoft



2.8 A disadvantaged coastal area

Lowestoft and Great Yarmouth are located on the Norfolk and Suffolk boarder on the East Coast of England. Both towns are remote in UK terms; Lowestoft is closer in journey time to mainland Europe than London - which is about three hours away by road or rail. As Sophie¹² puts it:

"I'm not going to diss Lowestoft, but I think the problem is we are stuck in the end of nowhere, bless us; no motorways, nothing, no decent communication, you know, no decent roads, it takes you two hours to get to Cambridge before you can get on anywhere else"

The area's population is predominantly White-British, aging and relatively deprived. In Lowestoft for example, 98% of the population is White-British compared to an 80% nationally. The economy in the area has weakened in the face of declining fishing and industrial sectors and this has resulted in high levels of unemployment and part time work. Nowadays, tourism is one of the main employers but this leads to seasonal fluctuations in employment. 39% of children living in the Lowestoft South wards were estimated to be living in child poverty (based on 2001 census) and parts of Kirkley (where East Point Academy) is located are in the lowest 10% of wards nationally in terms of multiple indices of deprivation. Average pay in the Waveney District (Lowestoft's district) is £17,117 compared to £26,026 nationally (figures from 2006) and 20% of the population hold no qualifications; 17% have level 4+ qualifications - almost half the national average. Many schools are below the national average in terms of expected progress at Key Stage Two and Key Stage Four. In 2007, Suffolk county council voted to undergo a major re-organisation of schools to move away from a three-tier model of infant, middle and high

schools, precipitating a difficult period of upheaval and many cases schools have now academised.

The challenges the area faces do not make it an easy place to work and Sophie explains that you have to be very adaptable and think on your feet:

"People bomb here, bless them. People don't have a tendency to last as long as they perhaps were hoping when they first came to the post perhaps because they aren't adaptable enough... Our kids are challenging but not in a nasty way, you know, they're absolutely fantastic but you have to grab them and engage them so quickly or you've lost them"

Sophie, Eastpoint Academy

Yet despite, and perhaps because of the challenges teachers face in their schools, many are highly driven. Stephany, has only recently arrived at Meadow Primary but says she is waking up every morning feeling more excited. Meanwhile Victoria¹³ who has been at Eastpoint much longer, says that the difficulties the school has faced in the past have only increased her determination to improve things:

"We were in special measures and then we were academised and then we went back into special measures, and worked really hard and we are out of special measures and we changed to Trust along the way... I absolutely feel that I am going to stay here until this is a good or an outstanding school. The staff let alone the children have been through some very tough times, professionally, where we've had

tremendous scrutiny and always been told that we were no good – that the teaching was no good, that the behaviour was no good, that... it was at the bottom of the bottom. And within all of that there have always been very strong teachers, but there hasn't always been the right leader and we have had a huge number of leaders, and on that journey people's roles have changed and mine has dramatically, but I walk in here in the morning and I think ... 'You'll have to drag me out of here,'... because I believe that this school can be an absolutely thriving environment and we're on that journey and we've just got to keep it going now, because we're on the right lines."

Cliff suggests that the school's warm culture and supportive staff makes coping with challenges easier:

"there's real camaraderie in this school and you can really be open and sharing of your feelings and thoughts in this school, and that's lovely... it's a really supportive school"

Cliff, Eastpoint Academy



Several teachers grew up in the area, as one put it *"I've never left home in terms of where I've been working, but I didn't feel the need to go anywhere else."* Others, like Stephany moved to the area partly to advance their career.

"I wanted to apply for a higher leadership position but in London there's... more competition. ... I was watching a documentary about how many coastal schools are failing and things like that and I think it just inspired me to [think] 'actually do I have to work in London my whole life? Can I make a difference somewhere else?' So I hadn't chosen Lowestoft per se, I basically just looked up coastal school jobs and this was the first interview I went to... I've left everyone and everything to move here"

Stephany, Meadow Primary

Contextual and social justice focused drivers were particularly important to several teachers in the area including Patrick¹⁴ who teaches at Stadbroke Primary Academy, just outside Great Yarmouth:

"Their life shouldn't be mapped out for them because of where they're living, it should be mapped out from what experiences and achievements that they have themselves... My motivation has always been to prove people who are quite closed minded [about]

where children come from and what they can achieve... wrong by getting children up to the levels that they should be no matter where they are and what challenges they face."

Another Primary school teacher, Ian emphasised the area's historical context and his desire to respond to that:

"Lowestoft is an area of economic and social deprivation... there's some very long-term unemployment in the town, a lot of the children here have had difficult starts in life. And... Lowestoft is a very similar town to the town that I grew up in which is King's Lynn in Norfolk and it's had almost an identical social history - was economically very damaged by industrial events in the late 1960s and has really struggled to find its feet ever since then... I felt a bit like a salmon swimming up the river getting ready to die, I suppose, in a sense! - but also with a positive dimension as well... I'm going back to the kind of place that I started from to work to improve things"

Ian, Meadow Primary

Teachers in all three schools clearly had a very strong attachment to their particular pupils. As Stephany puts it:

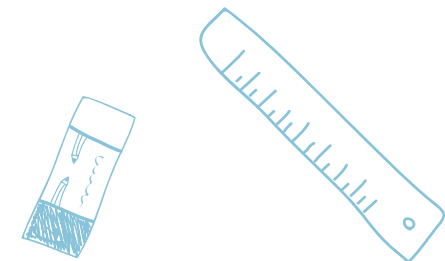
"I met the children and I sat with them and they were such lovely children and all I wanted to do was make some sort of difference to their life and so that's what I hope I'll be able to do."

Stephany, Meadow Primary

Amanda at Eastpoint agrees:

"There is something about the students we get... I have been here many years and they do get to you, they're fantastic aren't they? ... there are a few very sad cases, as soon as you begin working with those and building relationships with them, helping them, supporting them it is just one of the most satisfying things I think you can do. I couldn't imagine or I've never heard of anybody else doing a job which I think would be more satisfying."

Amanda, Eastpoint Academy



¹⁴ Pseudonym

Part 3: Teacher types

3.1 Introducing the types

Our national teacher survey yielded vast amounts of data and in order to condense this we carried out 'latent class analysis' to identify any underlying teacher types (see appendices 1 and 2)

This analysis identified four broad and overlapping teacher types:

1. **Practitioners:** these teachers are particularly motivated by a desire to teach and to work with children.
2. **Moderates:** these teachers are moderately influenced by a broad range of factors.
3. **Idealists:** these teachers want to make a difference to society.
4. **Rationalists:** these teachers tend to carefully weigh up a combination of pragmatic, personal and social-justice related factors.

3.2 The malleability of type

Interviews suggested that many teachers move between teacher types, with several self-proclaimed idealists and rationalists saying they had originally entered the profession as practitioners and others remarking that they had gradually become more rationalist.

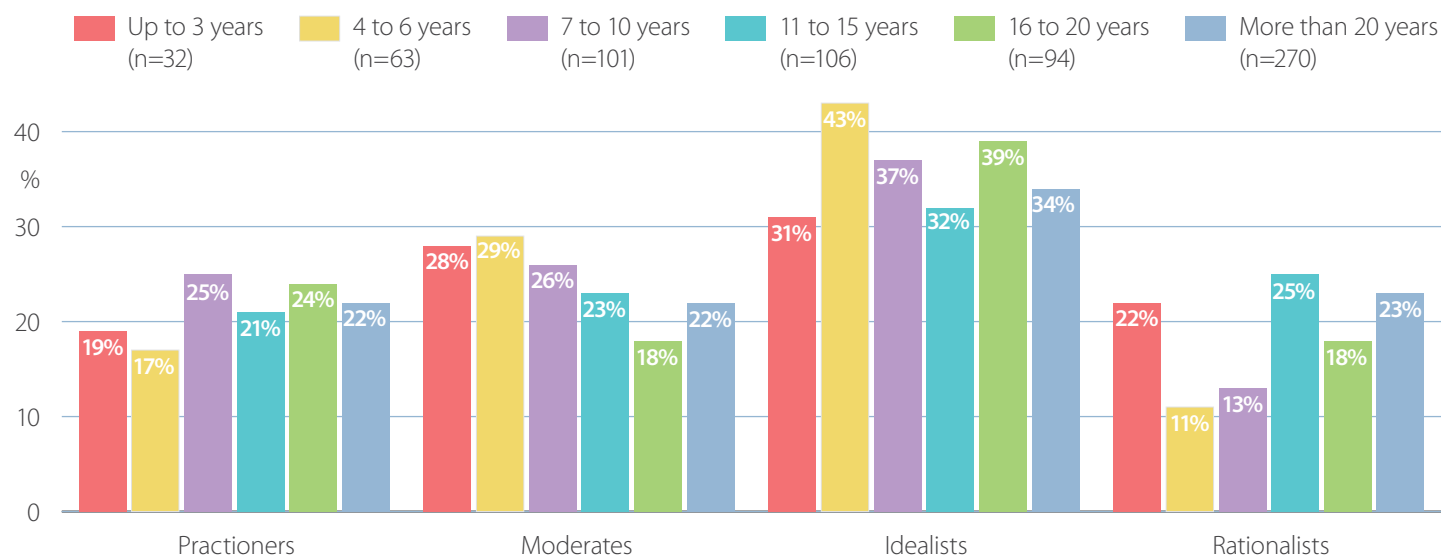
However, there is no clear over-all trend in the relationship between years in teaching and teacher type.

It therefore seems that which 'type' best describes a teacher is in continuous flux depending on context, circumstance and experience.

"I'm torn between an idealist and a rationalist. I think as I'm growing up I'm changing between the two. I think when I first started I was wanting to make that difference and that's the only thing it was about... but I think now I'm thinking about settling down, buying a house and the place that I live in and I think I'm starting to move towards a rationalist idea"

Sabiha, Meadow Primary

Teacher type by years in teaching



"I've been in a position of luxury really that pay didn't depend on the job because I was going to university and then living at home again for the first year. So I think if you've got that luxury you can easily fit into that practitioner. Sometimes like I say, your circumstances can have a bit impact on which of these categories you fall into; if you've got the luxury of pay not being an issue, then I think it easier to be that practitioner"

Focus group participant, Stadbroke primary academy

3.3 Practitioners

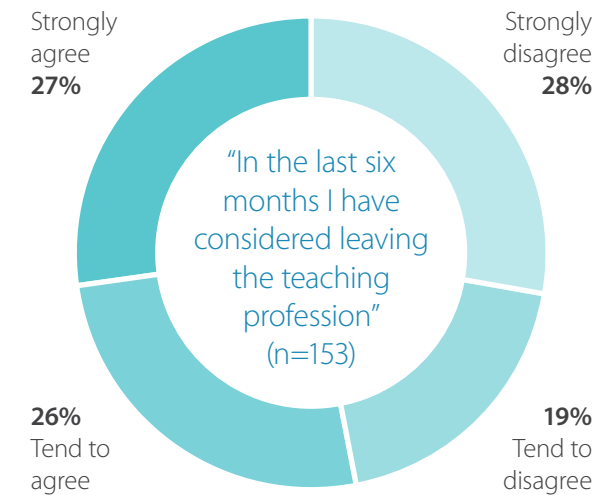
Practitioners are not particularly motivated by the personal benefits of the job such as pay, holidays or opportunities for career progression. School culture and the quality of leadership and management do not particularly attract them either- instead, they are in the profession because they fundamentally want to be teachers, they love their subject and they want to make a difference to their pupils. Alongside a desire to practice their craft, practitioners stay in teaching because they are not attracted to other jobs and because they recognise that they need to be employed.

When deciding where to teach, practitioners are influenced by proximity to home (ease of commuting) and by their particular school's characteristics including pupil behaviour and attainment. However, they do not choose areas because of personal benefits and are not particularly concerned about quality of life or cost of living. They are very willing to move areas and would be most likely to move because of school-specific factors attracting them to a new workplace. However, they are also committed to their particular school as well as education as a whole. They are very engaged in teaching as a practice and as a profession: only a quarter have seriously considered leaving the profession - fewer than other teacher types.

Who are the practitioners?

- More than any other group, the practitioner group was dominated by women (72% compared to 60% overall)
- The majority were middle or senior leaders (53% compared to 42% overall)
- They were particularly likely to work in the primary sector (44% compared to 34% overall)
- A large proportion of practitioners entered teaching through a B.Ed (25% compared to 21% overall) and fewer of them completed PGCEs (48% compared to 55% overall)
- They are twice as likely to be over 55 than under 34, yet many of the interviewees we spoke to thought that they had begun as practitioners but gone on to become idealists or rationalists

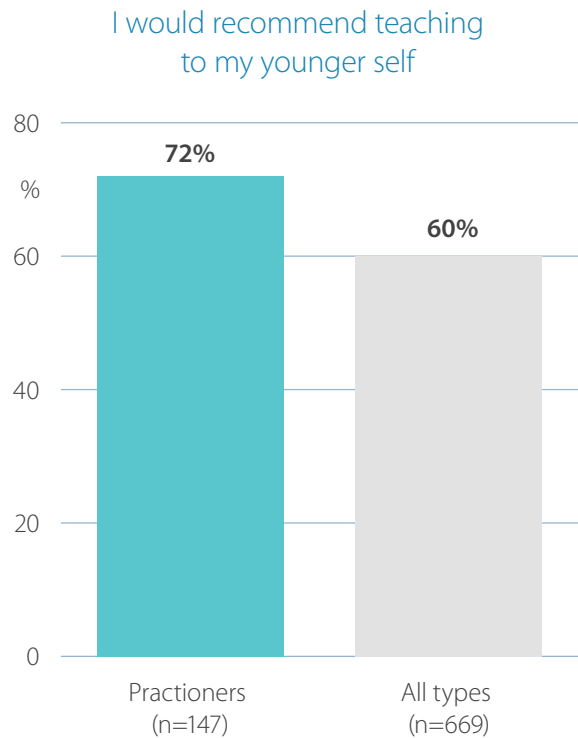
Responses of Practitioners to the statement...



"I want to make a difference but I want to make a difference in people's learning, not necessarily purely to society to the community, because I think children could be left out within that... you need to see children as being individuals and helping as many children as possible, not just society or the group"

Focus group participant, Stadbroke primary academy

Practitioners are strong believers in the possibility of improving the quality of teaching through more and better CPD as well as making research about teaching methods and their impact more available and improving the quality of ITT. Practitioners are significantly more likely to recommend teaching to their brightest student, their younger self, and their own child. However, practitioners are no more likely to teach in schools with greater proportions of pupils from disadvantaged backgrounds.



I'm a practicing teacher: I love it and probably spend far too much of my time on it!



Ian Harvey is Head of Biology at Hills Road Sixth Form College- one of the country's highest achieving colleges. He has worked at the school for forty years and strongly identifies as a practitioner.

"I love my subject: I like communicating my subject, I like teaching my subject. I don't have in any way, an extravagant lifestyle - I don't have any great requirements so the money I get is fine for the lifestyle I want to live... I'm sure I've got ideals, but, it's not anything grand like "I want to make a difference to society"... I do want to make a difference to the students that I actually teach...and I suppose - my subject being biology, that by teaching them and enthusing them about biology many of them will go on and make a difference to society because they will go and work in hospitals and be good vets, work on Alzheimer's or whatever... so through them... we are having an effect not just on them, we are having an effect on what they go on to do afterwards - and they go on and do some brilliant things"

Photo: Keith Heppell

3.4 Moderates

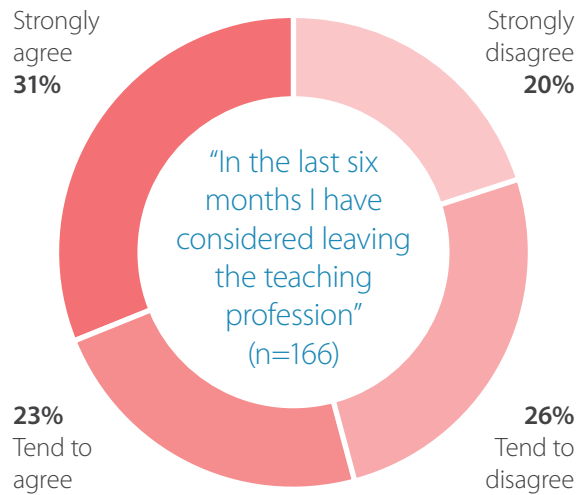
Moderates made up around a quarter of teachers in our sample and can be described as regular, middle-of-the-road teachers. They do not report strong opinions and are defined by their lack of extreme responses. No single factor drives moderates' decision to join the profession. These teachers are moderately influenced by a broad range of factors ranging from pupil and subject focused ones to practical concerns like need for a job and holidays. Similarly, a mix of all these factors plays a role in their decision to stay in the profession.

Half of this group are open-minded in their choice of location with no particular factor determining where they teach, meanwhile the other half are pragmatic and make their decision based on a combination of personal, pragmatic and school-specific factors. Moderates are flexible when it comes to moving areas. They would be most likely to move because of their partner or family, or to a school that really suited them.

Who are the moderates?

- Moderates tended to be relatively young, with one in five aged under 35 (21% compared to 17% overall).
- Moderates, like rationalists, were slightly more likely to be male (43% compared to 40% overall).
- They are the group in which teachers are most likely to be secondary teachers (51% compared to 45% overall) and two thirds were classroom teachers (63% compared to 58% overall), conversely they were less likely to work in middle and senior leadership (8% compared to 15% overall).

Responses of Moderates to the statement...



There are no significant differences in the proportion of moderates across regions or social classes, and this group is also fairly evenly distributed across levels of school deprivation. Moderates were less likely than rationalists to recommend teaching to their brightest student compared to practitioners but more likely to do so than rationalists. Like rationalists, only half would recommend teaching to their younger self compared to two-thirds of idealists and almost three-quarters of practitioners. Approximately a third of moderates strongly agreed that they had considered leaving the profession in the last six months- fewer than the proportion of rationalists but marginally more than practitioners and idealists.

Only one of the teachers we interviewed identified as moderates but only by elimination:

"I would say a moderate, it's a process of elimination, I don't think I really felt a particularly strong desire to teach children, it was more of a love of my subject and thinking practically what I could do with that... and my mind has changed about location quite a lot over time... I've realised over time that I am good at it and that's kept me going because I think I can make a contribution to society because I'm good at it so why change to something else"

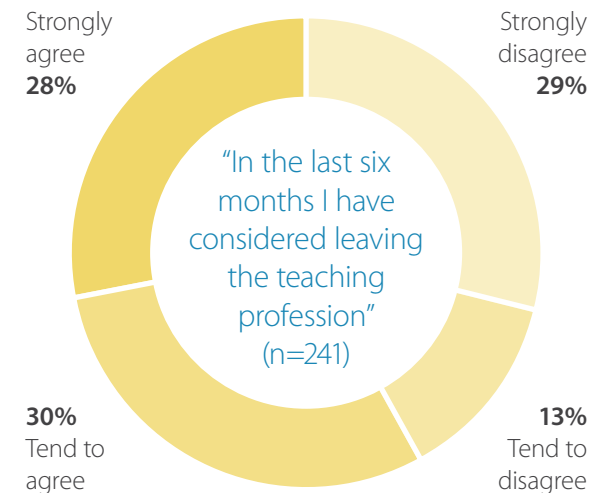
However, several teachers recognised some of their colleagues in the description.

3.5 Idealists

Idealists are the largest group of teachers in our sample. Idealists predominantly go into teaching because they want to make a difference to society, the community, and pupils' learning. On top of this society-wide mission, like practitioners, idealists are also attracted to teaching because they are interested in their subject and want to work with young people. Teachers in this group do not report being well qualified or good at teaching as important factors in their decision to join the profession.

Idealists remain consistent in their motivations and tend to stay in the profession because of their desire to make a difference and their commitment to their subject. However, they also stay because they consider themselves well qualified, good at teaching and in need of a job.

"I can actually make a difference to someone's life," it's amazing to see that."
Chloe, Meadow Primary



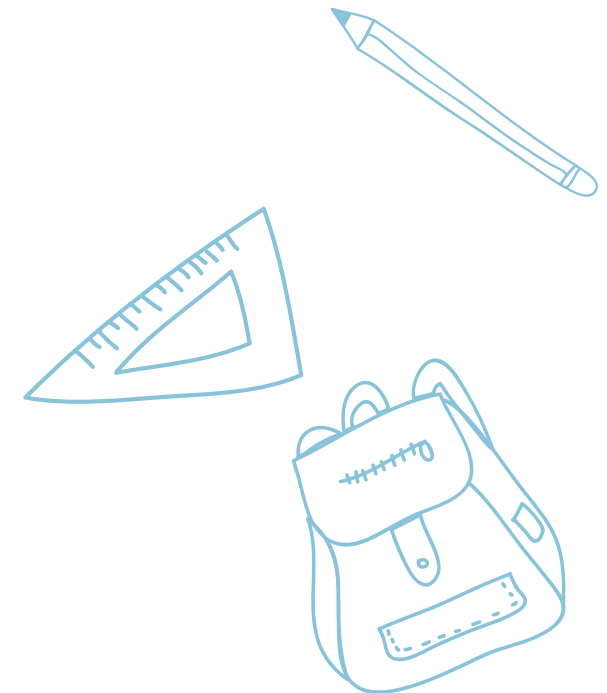
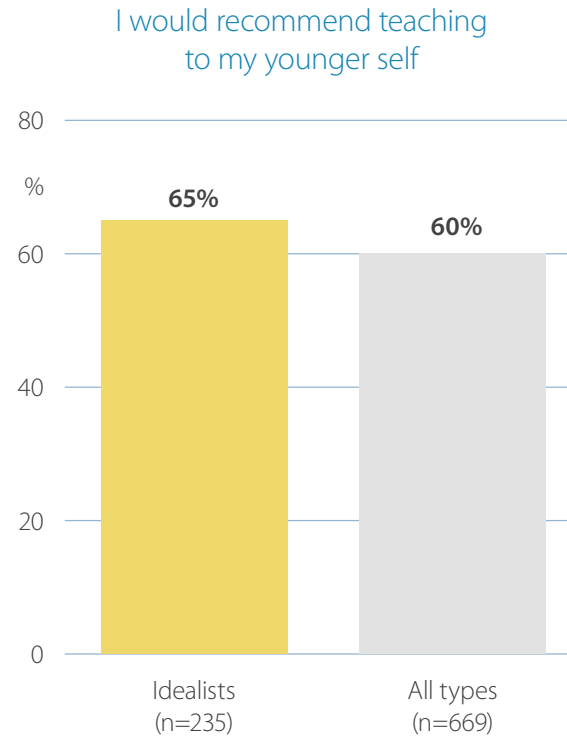
"I'm an idealist. I'd say it's political... the main reason I wanted to be a teacher all those years ago was a kind of an ideological political social commitment, something ... that coupled with, at that point, a very strong interest in my curriculum subject... Over the years that moved more away from the subject... I have a very strong belief that people who get a Level 2 qualification of any kind, English and Maths or one or the other... can have a better quality of life generally, and it's not just about employability, it's about more opportunities that enhance their life in all kinds of way... it's a kind of moral, social and political imperative for me"

Ian, Meadow Primary

Who are the Idealists?

- Idealists taught in local authority and community schools more often than other teacher types. (45% compared to 39% overall)
- In terms of social class backgrounds, training routes, and age distributions, idealists are not very different to the other teacher groups, suggesting it is their values that define them rather than their background.

Idealists' powerful drive for social-justice means that, when deciding where to teach, they consider where they can make the most difference to pupils, the community and society. Nonetheless, their social mission has to be balanced with their need to be near their partners and families. A whole host of factors would encourage this group to move but again, the desire to make a difference stands out. This is also evidenced in their high degree of commitment to the profession: 29% strongly disagree that they had considered leaving the profession in the previous 6 months, compared to 25% of teachers overall and 19% of moderates.



“I don’t give a monkeys about my subject; I care more about the students”

Cliff entered teaching for very pragmatic reasons, as he puts it *“my initial blundering into it was kind of a little accidental, a little bit, ‘Let’s have a look.’”* but it was once he entered the profession that he says he truly *‘became a teacher’*.



“I think it was during my teacher training, even being in the lectures and hearing some of these inspirational lecturers, talking about why they teach and the difference they make and suddenly it really resonated with me and that was kind of my decision to stay on the course”

For Cliff, unlike many practitioners, what he teaches doesn’t really matter to him

“I teach science but if you chuck me in IT lesson or a maths lesson or even if I’m doing a French cover... I just jump in with both feet and give it a good stab and I love it if I can get the kids to kind of enjoy it and see it in a different way. I’m not in love with my subject anymore, I am just teaching. That sounds awful but... what I’m really passionate about is them learning... I came in and did an extra session of teaching with maths with some students before I started my teaching day and I didn’t care that I was out of my subject area at all... it was a case of, ‘These students are on a D grade, let’s try and get them up to C grade,’ and I wanted them to be successful - and that tells me that I don’t give a monkeys about my subject; I care more about the students”

3.6 Rationalists

Rationalists made up just over a fifth of our sample. They go into teaching for both idealistic and practical reasons: they believe they are well qualified and able to make a difference to children and young people, but they are also very pragmatic; the fact that they need a job, and enjoy the pay and holidays help draw them to teaching. These factors also play an important role in keeping them in the profession, as does their enjoyment of school culture and the fact that no other employment seems particularly desirable to them.

When deciding where to teach or move, rationalists carefully weigh up a combination of pragmatic, personal and social-justice related factors: they are drawn to areas in which they can make a difference but which also suit them in terms of quality of life and proximity to loved ones. Teachers in this group are not very open to moving to a new area, but are mainly drawn to areas where they can make the most of everything.

Who are the rationalists?

The distinctive composition of the rationalists could be why their responses tend to stand out.

- More were male than any other teacher type (49% compared to 40% overall)
- More were aged 55 or over than any other type (40% compared to 34% overall)
- Fewer of them teach in the primary sector compared to other types (21% compared to 34% overall)
- More of them are classroom teachers compared to other teacher types (68% compared to 58% overall)
- Fewer of them teach in local authority and community schools (26% compared to 39% overall). Many describe themselves as working in an ‘other’ type of school suggesting that they tend to work in different environments compared to the other types of teachers.
- Fewer were trained through the B.Ed routes than any other teacher type (13% compared to 21% overall) and a larger proportion entered teaching via a PGCE than any other teacher type (59% compared to 55% overall)

"I've got a rationalist on my team... he kind of weighed up this whole proximity to school versus proximity to the community that he'll be serving, a balance between it being beautiful but urban, a balance between how easily people can get to him who are visiting from London. ... He searched the quality of mobile phone network, and all of that stuff... I can sense from him how much he's prepared to invest in things. I can see his boundaries...it doesn't make him any less committed, he's just incredibly contrasting to me"

Nadia, Lowestoft

Beth Baker a fairly recently qualified History teacher at Hills Road Sixth Form College recognises this amongst some of her friends saying:

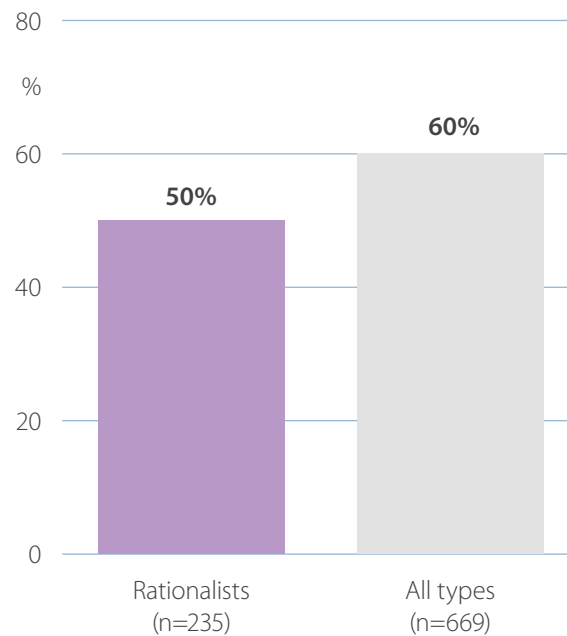
"they're not really having much fun... they're not really enjoying life. I knew three that went into Teach First - two of them are still doing it, one of them doesn't actually teach anymore... I would see them as rationalists but in a slightly negative sense... they were very clear from the start that they wanted a job where they were thrown into it and paid quite a bit - because right from the start you are a teacher. ...A lot of them thought, 'the job prospects aren't great (at the moment), I can do this, I don't even have to have done a degree in this subject'.. you can't say that they're driven by a love of their subject, or particularly by a desire to teach children."



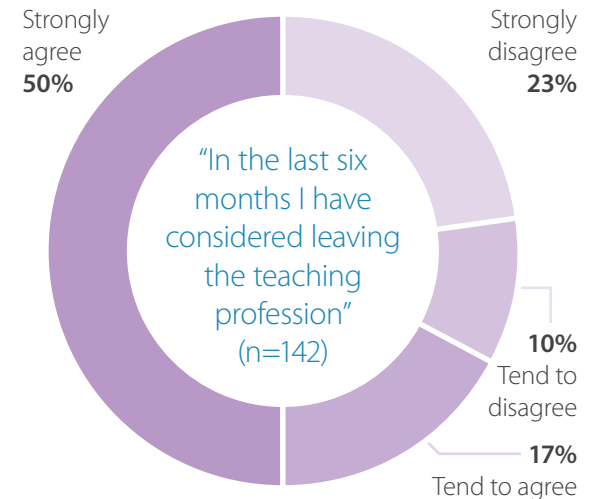
Photo: Vivien Brownlee

Rationalists often have negative views about teaching, for example, whilst 33% of sampled teachers strongly agreed that they had considered leaving the profession, 50% of rationalists felt this way. Rationalists' frustration with the teaching profession is also demonstrated by the proportion that would recommend teaching to their younger selves – only 50% would do so, compared to 60% across teacher types. Similarly, rationalists would not tend to recommend teaching to their brightest student (32% compared to 45% overall) nor to their own child (28% compared to 40% overall).

I would recommend teaching to my younger self



Responses of Rationalists to the statement...



I'm a human being ... that will always play a part in my decision

For William, a teacher at Stationers' Crown Woods Academy, becoming a teacher had never been part of his 'plan':

"I was doing a Master's, I wanted to work in the Creative Industries mainly and then my flatmate in Bristol was applying for Teach First, I had no idea what it was, read through it, sounded quite interesting so I thought I'd apply; just like shortage of jobs, not knowing what to do like Grad Jobs, nothing was really working out. I got a call from Teach First and they said because I had an A' Level in Maths, I'd be teaching that because there's a shortage. So I'd never considered being a teacher in life, especially a Maths teacher, and fell in to it through that really. So Teach First was the reason so I could train... Because I'd already finished my education, I couldn't pay for anything, I would never have done a PGCE... Teach First paid from year one for your training... So I basically took a bit of a risk which paid off. I liked it so that's why I stayed but yeah, it was job - I wanted to come to London really."

His colleague Mark concurs and also made a very pragmatic decision to enter teaching:

"There was a recession and I got paid to do it... I got a bursary, it allowed me to gain employment quite easily where I was going into a shortage subject so in terms of an immediate impact coming out of University - I wanted gainful employment quick.... It [the recession] had a big effect on me"

Yet neither of these rationalists are half-hearted or unenthusiastic about teaching: what began as a pragmatic decision for both William and Mark soon came to encompass far more:

"Being around kids is exciting, it's fun, it's crazy, like the atmosphere's intense, I think it's quite addictive, and once I kind of got sucked in, I didn't really want to leave...if you work in advertising, whatever, it's a cool sounding thing but I genuinely believe you don't really have an effect on society. Whereas what we do has a genuine effect and you see the outcomes. You do that every single day which is a pretty nice feeling when it works"

William, Stationers' Crown Woods Academy

"You can see an outcome to it... I've got a purpose, I'm actually doing something good with my life... when kids get their exam results and they come up to you and say, 'I couldn't have done it without you' - you're just trying to man-up and trying not shed a tear and stuff like that. But no, in terms of the job satisfaction, I feel like I've got a purpose in Teaching"

Mark, Stationers' Crown Woods Academy



Nonetheless William continues to weigh up pragmatic and social concerns

“The money actually isn’t - especially in Inner London... as bad as people think at all... I do earn slightly substantially more than my friends who have gone into different fields. That’s not why I’m teaching but I think that’s maybe a misconception about the job... I’m very principled in the sense I’d never teach in a Private School or a Grammar School... I need to feel like I’m doing something good, that I make a genuine difference and I feel like the children that go to those schools don’t need good teachers; they’ll be fine for whatever reasons, they’re going to be okay in the world. So yeah... I’m a human being ... that will always play a part in what my decision... we do care a lot about what we do. We care about the children in this school and their issues and they’re troubled and they have difficult upbringings. Also we care about our own career as well.”

William, Stationers’ Crown Woods Academy

Whilst William and Mark both work in a disadvantaged inner-city school, David is a PE teacher at leading independent school, the Stephen Perse Foundation. He also identifies as a rationalist saying:

“I really enjoy what I do, I want to make a difference but at the same time I think the place where I can make the biggest difference is in this quite privileged environment which is quite a rational view in that it works for me: the location works for me, lots of it does works for me but at the same time the reason it works for me is because I’m suited to this role... so I’m not seeking to find a different role because I think I’ll make a bigger difference there where I’ll be less comfortable... why would I do that? The reason I feel good here is because I can make a difference and it suits my lifestyle and my culture and I like the school environment.”

David, The Stephen Perse Foundation



Brackley Photographic

Part 4: Conclusions

Teachers' reasons for entering the profession are shaped by personal circumstance and opportunity, and are driven by a range of academic, pragmatic and social reasons. Whilst entry to the profession can be accidental as much as purposive, what matters more is the shift between trying out teaching and committing to the profession. Here, whilst pragmatic factors like pay and convenience remain important (and may play an increasing role as teachers settle down and have a family,) the pleasure of teaching and being part of a school, coupled with the crucial experience of 'making a difference' becomes central. For some teachers, making a difference is about changing individual pupils' lives or helping them to grasp a concept, for others it is a wider commitment to social-justice.

Teachers rarely make unconstrained choices about what part of the country they will teach in but there are exceptions for 'super-social' teachers, or those determinedly seeking career progression – particularly those in Leadership positions. For the most part, teachers chose to teach in the region where they grew up and they are often deeply rooted in their community. Commutability is therefore key since they want to stay near their family and the area where they feel at home whilst, at the same time, working in schools that suit them – schools that are well led, in which they can make a difference and where the culture matches their preferences.

How can we encourage people to become teachers?

The key is to get teachers through the door- it is then that they can experience what makes teaching rewarding. Emphasising the opportunity to make a difference to pupils' lives and convincing people that they might be good at it will help do this. Tapping into subject interest can also help draw people to secondary teaching, though this is not currently driving STEM teachers to the same extent as arts and humanities teachers. Meanwhile, primary school teachers can be encouraged to enter teaching by emphasising the opportunity to spend time with children and young people.

However, interviews suggested that although the above factors might be important to those that are committed to becoming teachers, in order to reach beyond these individuals, practical benefits like the availability of jobs and pay need to be emphasised. Doing so would help ensure individuals beyond 'the usual suspects' consider teaching.



Brackley Photographic

How can we retain experience and expertise within the system?

If teachers are to be kept in the profession they need to feel they are having an impact. Distractions from working with pupils and constraints on their ability to act as professionals therefore hamper retention. A large proportion of teachers are considering leaving the profession and this is largely due to workload. Teachers are passionate about what they do and ultimately, letting them 'get on with it' is key in maintaining a motivated and committed workforce.

On the other hand, teachers also stay in the profession because the practicalities of pay and holiday work for them. It is therefore important to ensure that economic recovery does not result in 'relative wages' in teaching falling behind - otherwise there is a risk that increasing numbers of teachers will make a pragmatic decision to move out of the profession.

Effective leadership contributes to retention; improving the way school leaders support their teachers therefore needs to be prioritised, particularly in the upper key stages where there appears to be greater dissatisfaction with leadership than elsewhere. Professional development and career progression opportunities are important to younger teachers and new teachers need to be able to move through the ranks if they are to see a long term future for themselves in schools.

How can we ensure teachers work in the areas where they are needed the most?

Given that teachers tend to work near where they grew up, schools need to tap into local labour markets and encourage people from the local area to enter the profession. However, teachers are willing to commute for the right school: this means that policy makers need to consider transport links and geographical proximity and that schools need to make themselves attractive to teachers within commuting distance. They can do this by creating an attractive school culture with good behaviour and a sense that teachers can make a difference and have an impact.

They can also attract young and ambitious teachers by emphasising career progression opportunities and the availability of professional development.

Finally there exists a small minority of 'super-social' teachers and leaders. These teachers and leaders are driven by a desire to make a difference to society and a sense that schools need them. Programmes like 'Talented Leaders' and 'Achieve Together' may help drive these teachers to the schools that need them most. Our analysis suggests that there is still scope to expand programmes like these and that recruiting super-social leaders may precipitate a snowball effect by drawing teachers to the schools they lead.



Photo: Vivien Brownlee

Appendix 1: Methodology

The Survey

Pretesting

The survey was designed around the theme of “Why Teach” with questions focused on four initial areas.

1. Initial reasons for teaching
2. Reasons for staying in teaching
3. Factors affecting the decision to teach in a particular location
4. Factors affecting a decision to move elsewhere to teach

Questions were cognitively pretested with eight currently practising teachers.

Polling

The “Why Teach” survey was conducted using an online survey administered to teachers by YouGov. YouGov panel members who were teachers were randomly selected and offered the opportunity to take part in the “Why Teach” survey through an email invitation link. The survey was only offered to teachers who were currently teaching in England in any sector from the Early Years through to Further Education.

In order to make the survey easily accessible and quick to complete online, almost all questions were multiple-choice rating scales with pre-programmed response options. The burden of collection of demographic information was reduced through the use of YouGov’s standard information on their panel members, such as data on respondents’ age and sex.

Survey fieldwork took place between 4th and 16th June 2015. In total, 1009 respondents completed the survey. In order to achieve such a large sample size of teachers, quotas were not used to ensure a representative sample. As such, the findings presented here apply to the sample of teachers surveyed but cannot be reliably generalised to the broader teaching population.

Analysis

The survey data analysis presented in this report is based on the full sample of 1009 respondents wherever possible. The main exception to this is the latent class analysis of underlying teacher types presented in section 3. This is based on 704 respondents since teachers who responded “Don’t know” to any of the 67 survey questions were excluded. Additionally, analysis that makes use of both teacher types and school postcode information is based on the 374 respondents for whom both sets of data are available (526 respondents provided a usable school postcode).

Findings in Part 2 are largely based on cross-tabulations of teacher characteristics and responses to multiple choice questions. The exception to this is the so-called ‘mobility index’ in section 2.6. This analysis is based on the twenty-one survey questions on the factors that would encourage respondents to leave the region in which they were currently teaching in order to teach in a different region. For this analysis, the number of positive responses to questions on moving to a different region was summed and converted into a percentage. Teachers with higher percentages (closer to 100) were considered to be open to influence when it came to moving compared to those with lower percentages.

Teacher types

In Part 3 we present an analysis of teacher types. All analysis of teacher types was undertaken by LKMco on YouGov data. This analysis took place in two stages: first, latent class analysis was performed separately on each of the four main sets of questions (questions on why respondents joined the profession; why they stayed in the profession; why they taught in the areas that they did; and what would encourage them to move elsewhere). Latent class analysis was then performed again on the results of the first set of analyses in order to provide a final set of latent classes, or “teacher types”. Through this analysis, four underlying teacher types were identified. Model fit statistics were used to determine the number of teacher types in the data, with the optimum number representing a trade-off between accuracy and usability. Although teachers are clearly very diverse and different in their motivations, our analysis suggests certain underlying patterns in responses can be identified.

Please note that this report represents the LKMco team of researchers’ interpretation of the data which will be publicly available for further analysis.

Case Studies

Case studies were conducted to explore variation in why people teach. Schools in these four contrasting locations were contacted in order to include a range of primary, secondary, state, private, local authority and academy schools. Focus groups and semi-structured interviews with teachers in these schools were conducted, recorded and transcribed. Teachers gave informed consent before participating and were able to choose to be named or not.

Area type	Location	Schools	Data
Regional university city	Cambridge	Kings Hedges Educational Federation: A two-form entry primary school in a disadvantaged area	Two one-to-one interviews including a head teacher and classroom teacher, and a focus group with 7 teachers and teaching assistants
		Chesterton Community College: A secondary school serving a socio-economically and ethnically mixed catchment area	Three one-to-one interviews (including a deputy head and an unqualified teacher)
		Hills Road Sixth Form College: A high attaining sixth form college	One focus group with 4 teachers
		The Stephen Perse Foundation: A high attaining private school	One-to-one interviews with 5 teachers including the Principal and Chief Executive
A rural northern area	The Derbyshire Dales and the High Peak	Buxton Community School: A local authority maintained secondary school.	One to one interviews with 3 teachers including an assistant head and a learning support assistant.
		Earl Sterndale Primary School: A small local authority maintained school.	One to one interviews with 3 teachers including the headteacher and a focus group comprising 7 members of staff including support staff.
		Highfields School: A local authority maintained secondary school.	One to one interviews with a data manager and 2 teachers including an assistant head teacher.
An urban area in the capital	Greenwich	Stationers Crown Woods Academy: A secondary academy serving a socio-economically disadvantaged area	A focus group with 4 young teachers
		Plumcroft primary school: A large, urban primary that serves a diverse community	Two individual interviews including assistant head and a focus group with 3 participants
A disadvantaged coastal area	Lowestoft and Great Yarmouth	East Point Academy: A secondary school serving a socio-economically disadvantaged area	A focus group with 5 teachers including the vice principle, and one individual interview
		Stadbroke Primary: A fairly small, recently converted academy in Gorleston, just outside Great Yarmouth serving a fairly socio-economically disadvantaged community	A focus group with 3 participants including the vice principal
		Meadow Primary: A recently converted academy serving a socio-economically disadvantaged community.	A focus group with 3 participants and 3 individual interviews including head teacher and Deputy Head

Appendix 2: Teacher type analysis - summary

Table 1 Distribution of teacher characteristics by teacher type	All groups	Practitioners	Moderates	Idealists	Rationalists
% of sampled teachers (n=702)	100	22	24	34	20
% female	60	72	57	61	51
% aged under 34	16	17	21	18	8
% aged over 55	34	34	31	34	40
% from higher social class backgrounds	55	57	55	53	54
% primary/ infant/ middle/ EY	34	44	29	39	21
% secondary	45	44	51	39	49
% FE	15	8	16	13	25
% all through	5	3	4	7	5
% classroom teachers	58	44	63	58	68
% middle leaders	27	32	29	27	19
% deputy/assistant heads	10	15	6	10	9
% headteachers	5	8	2	5	4
% in community/local authority schools	39	42	36	45	26
% in academy/ free/ CTC	26	25	23	24	32
% in faith schools	5	8	4	5	4
% in independent schools	11	13	13	10	11
% in grammar schools	11	4	5	2	0
% in special/ PRU/ alternative provision	3	1	3	4	3
% in other types of schools	14	7	14	11	24
% PGCE	55	48	58	56	59
% Bachelor of Education	21	25	20	24	13
% School-based training	8	8	8	7	6
% Other training routes	16	18	14	12	21



This report was written by the education and youth development 'think and action tank' LKMco. We believe society has a duty to ensure children and young people receive the support they need in order to make a fulfilling transition to adulthood. We work towards this vision by helping education and youth organisations develop, evaluate and improve their work with young people. We then carry out academic and policy research and advocacy that is grounded in our experience.

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