

Should I stay or should I go?

Factors affecting early career teacher retention

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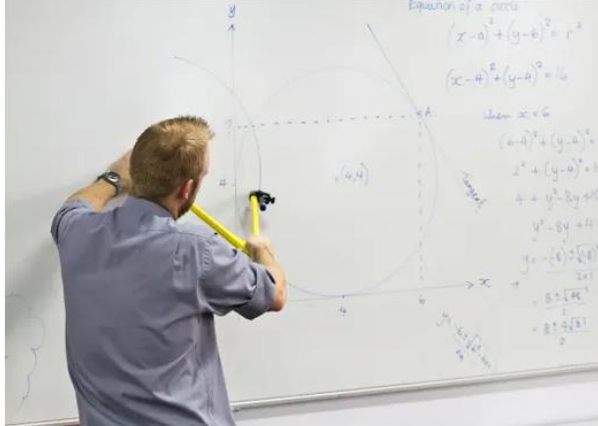
What we will cover:

- Provide background and current context
- Discuss factors influencing teacher attrition
- Discuss factors influencing teacher retention
- How this fits into our latest research project
- Whole group discussion and recommendations (from you!)

A profession in crisis?

One in three teachers plan to quit, says National Education Union survey

Workload and diminishing respect for profession are main reasons why 35% of teachers wish to leave within five years



▲ The most common reason teachers gave for wanting to leave the profession was that they did not feel respected by government or media. Photograph: Ian Miles-Flashpoint Pictures/Alamy

One in three teachers plan to quit the classroom within five years, according to a major union survey.

Why do so many teachers quit within five years?

This English teacher has stuck it out for five years – but she understands perfectly why so many NQTs jack the job in

Lauran Hampshire

25th April 2019 at 4:36pm

Share this



April 6, 2021

Almost half of independent school teachers considering quitting profession

A small survey of teaching staff in the independent sector suggests many staff may leave the teaching profession following the pandemic



James Higgins

Teachers were already leaving the profession due to stress — then COVID-19 hit

A profession in crisis – the problems

- **Levels of teacher attrition:**
 - 1 in 10 secondary school teachers leave each year (DfE, 2018; Sibieta, 2020)
 - 1/3 leave within 5 years of qualifying (Foster, 2019)
 - High rates among early career teachers in Ebacc subjects – maths, science, computing as well as modern foreign languages (Worth and De Lazzari, 2017; Worth, 2019)
 - 50% in shortage subjects like maths and physics remain in post 5 years after training (Sibieta, 2020)



Patterns of teacher attrition

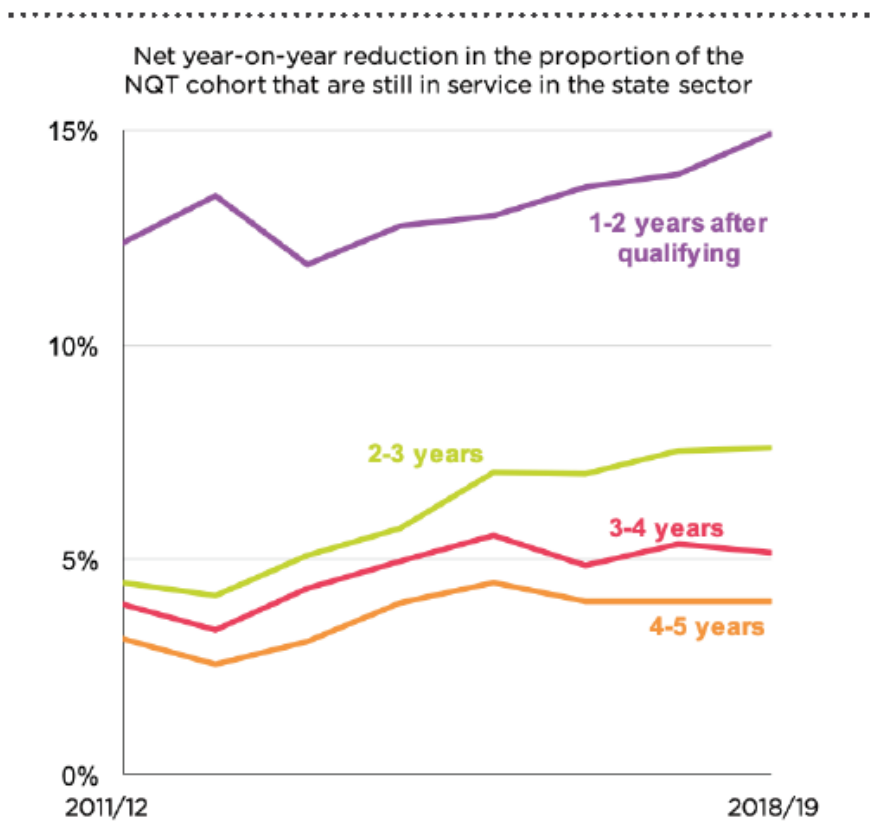
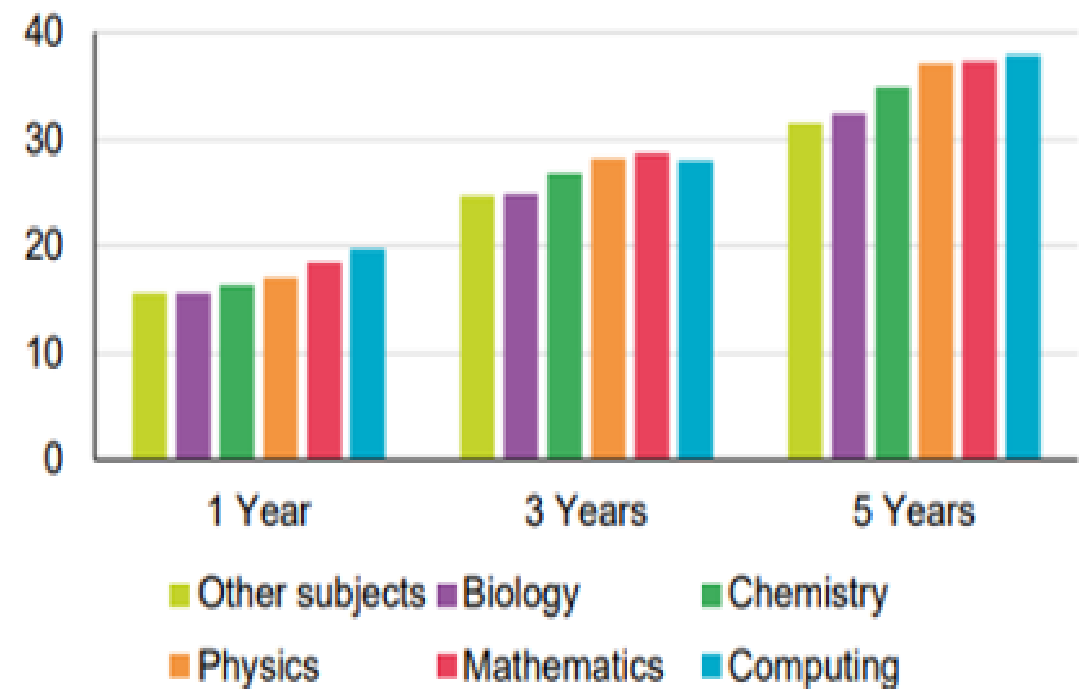


Figure 3 Proportion of qualified teachers that entered state-sector teaching in 2010, who subsequently left (%)



Source: DfE, 2018b

Covid – 19 and its impact on teacher supply

- **Covid-19 impact on recruitment and retention**
 - Surge in ITT applications and lower levels of turnover
 - All subjects except for DT and Physics



Why do teachers leave?

Findings from our research

- Stress, overload, exhaustion, ill-being and resultant health issues (policy overload)
- Boredom and lack of challenge and equitable promotion opportunities
- Being undervalued by SLT and lack of support
- Culture of fear, surveillance and perceived bullying (accountability/performativity culture)
- Work life imbalance and impact on family life
- The 'crossroads moment'- do I stay or go? - very prevalent



Why do you think teachers *stay* in the profession?



Delegates' contributions to the wordcloud



Findings from our own research

What do we know about why teachers stay?

- Enjoy working with youngsters and helping them achieve their potential
- Collegiality and collaboration with colleagues- good team working and friendship
- Passion for subject and wanting to enthuse learners
- Autonomy to develop teaching style and resources
- Great CPD and personal learning opportunities.
- Strong sense of teacher identity and subject affiliation



Mitigating the impact of COVID-19 disruption on the quality and retention of trainee and newly qualified secondary school teachers

- ESRC project for 18 months
- Mixed-methods approach: data will be collected via **questionnaires** and **interviews**. Surveys and interviews with:

Questionnaires:

- participants who complete PGCE at KCL during the COVID period (2019-2020 and 2020-2021) and Senior school leaders from KCL's network of schools

Interviews:

- Trainee teachers/NQTs - i.e. those who undertook a PGCE during the COVID period (2019-2020 and 2020-2021); School-based ITT staff ; School Senior Leaders; KCL ITT staff – including PGCE Subject Directors and Professional Services

Some of our early findings

Over to you....

What could you do in your role to make a difference and to support teacher retention?

Go to the group

Padlet: <https://kings.padlet.org/emmatowers/moza68xt5vlk4ah3> and share your suggestions. If you would like to, you can also state your role

Plenary – coming back together

- Please take a look at the contributions on the Padlet:

<https://kings.padlet.org/emmatowers/moza68xt5vlk4ah3>

- Are there any noticeable trends in your suggestions/responses?
- How could these suggestions be put into practice? What would be the first step?
- Are there any surprising suggestions or something you haven't thought about?

References

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