



Department
for Education

Reducing workload: supporting teachers in the early stages of their career

**Advice for school leaders, induction
tutors, mentors and appropriate bodies**

March 2019

Contents

Introduction	3
Key themes that might affect workload of newly qualified teachers (NQTs) and teachers in the early stages of their career	4
Questions for school leaders to consider	6
How can induction tutors and mentors support the workload of their mentees?	8
How can appropriate bodies support the workload of NQTs?	10
Support for teachers	11
What does the Newly Qualified Teacher Survey (2017) tell us about workload?	12

Introduction

Workload is one of the most commonly cited drivers for teachers leaving the profession¹, and 33%² of teachers leave the profession within the first five years. The [Teacher Workload Survey 2016](#) identified that teachers with less than six years' experience report higher average working hours per week than more experienced colleagues.

School leaders, induction tutors, mentors, appropriate bodies and teachers themselves can use this advice to help remove the burdens that might be associated with the first five years of a teacher's career. This should build from the support and advice early career teachers have received from their ITE provider during their training period, [statutory induction](#), wider advice in the [workload reduction toolkit](#) and the three independent workload reports on [marking](#), [planning](#) and [data management](#).

This guidance has been developed by the sector and will continue to evolve as further evidence, case studies and advice becomes available. This will include the introduction of the Early Career Framework, which underpins an entitlement to a fully-funded, 2 year package of structured training and support for early career teachers and will be rolled out nationally from Autumn 2021.

It was updated in March 2019.

¹ Smithers and Robinson (2003); Teachers' Analysis Compendium 2 (2017)

² Teachers Analysis Compendium 4 (2018); DfE, School Workforce in England 2017 (2018)

Key themes that might affect workload of newly qualified teachers (NQTs) and teachers in the early stages of their career

The following have been identified as factors that can impact on the workload of teachers in the early stages of their career.

Marking and Planning

- Lesson planning, including medium and long term planning, for the first time
- Resourcing of lessons, including how to evaluate resources and adapt
- Developing efficient strategies for marking and feedback

Non-teaching tasks

- Setting up a classroom for the first time
- Managing behaviour
- Getting to grips with school policies and procedures
- Using NQT non-contact time and planning, preparation and assessment time effectively

External factors

- Monitoring, support and assessment including during induction
- Management and cumulative effect of other activities not directly relating to teaching, such as extra-curricular activities and communicating with parents
- Managing of priorities and competing demands
- Managing of own time outside of school and finding the balance between work and home
- High quality mentoring and support (and capacity of school to provide it)
- Outside factors affecting workload, such as moving to a new area, childcare, etc.

Experience

- Being realistic about and managing own expectations
- Learning how to manage and prioritise tasks
- Understanding school culture and practices, and learning what can/should be challenged
- Feeling a part of the school community

Subject and sector knowledge

- Getting to grips with the curriculum, qualifications and exam syllabuses
- Subject knowledge particularly relating to areas not previously taught and the need to upskill

Questions for school leaders to consider

Reviewing your current support structures

What good practice in your school/MAT supports NQTs and early career teachers to remove unnecessary workload whilst maintaining standards? Could this practice be spread across the whole school/wider?

- How do you provide opportunities for teachers to tell you what would help them in relation to their workload and wellbeing, in particular those in the early stages of their career?
- Do you give different forms of support to teachers depending on their experience?

Providing additional support

How have you considered the key themes identified above?

To what extent have you considered the three workload reports ([marking](#), [planning](#) and [data management](#)) and the 'Making Data Work' [report from the Workload Advisory Group](#) on data, in relation to the specific needs of NQTs and early career teachers? Does the practice you ask of your early career teachers adhere to their principles?

What key advice / support do you provide for NQTs / early career teachers?

- How is this advice / support reflected locally in policies, practice and expectations?
- How are you ensuring that mentors / induction tutors have the time, capacity, expertise, knowledge, experience and personal qualities required to undertake the role effectively?
- What do you consider when appointing members of staff to mentor / induction tutor positions?
- What additional opportunities do you offer your early career teachers to collaborate and learn from their peers?
- Are time management tools such as an 'urgent/important matrix' considered?
- Do you encourage practices to be challenged when they lead to additional workload?

How have you embedded tailored professional development opportunities to support NQTs / early career teachers to remove unnecessary workload in relation to feedback, data and planning?

How do you build in time for teachers to collaborate? How well is this time protected?

- How do you support NQTs to use their additional non-teaching time effectively?

- How do you support all early career teachers to use non-teaching time, including PPA, effectively?

Managing time and balancing commitments

How do you manage NQT / early career teacher expectations of themselves and their teaching experience?

How do you support your teachers to know their limits and not overcommit, both in terms of their teaching commitments/responsibilities and their extra-curricular commitments outside of the classroom or school day?

Monitoring, induction and appraisal

Have you considered the demands you make on trainees, NQTs and teachers in the early stages of their career around the evidence required / reporting mechanisms relating to the monitoring, support and induction / appraisal cycle?

- Are your procedures sufficiently streamlined to remove unnecessary bureaucracy and workload burdens for both the appraiser / induction tutor and the trainee / NQT / early career teacher?
- To what extent does your policy reflect the [DfE advice](#) that any 'collection of evidence should be proportionate and not increase workload for teachers? (For example, teachers should not be asked to produce written evidence against each of the Teachers' Standards).'

Transition points

- How do you support your NQTs who are making the transition from trainee to qualified teacher and the potential increase in workload?
- How is this reflected in policy, structures and practice?
- What support do you put in place for teachers in the early stages of their career who may have taken on additional responsibilities OR who have expressed an interest in taking on additional responsibilities?
- Do you provide opportunities for teachers in the early stages of their career to shadow subject / department leads?

How can induction tutors and mentors support the workload of their mentees?

Mentors and induction tutors can support NQTs and teachers in the early stages of their career by using the principles and recommendations in the three workload reports on [marking](#), [planning](#) and [data management and the 'Making Data Work' report from the Workload Advisory Group on data](#), to review and challenge unnecessarily burdensome practice in their schools. [Research reports](#) and the [accompanying summary](#) from 12 school-based projects set out examples of how schools have removed unnecessary workload related to marking, planning and data management and provide useful evidence about what has worked to remove unnecessary workload.

In addition, mentors and induction tutors should also assess the needs of the mentee and deliver support on an individual basis depending on the teacher's development needs, applying their knowledge and experience to address any other workload issues. The [Teacher Workload Survey 2016](#) provides useful evidence about other tasks that teachers find burdensome.

Principles for effective mentoring and coaching

When considering how to support early career teachers, mentors may find useful the [National standards for school based ITT mentors](#) developed by the Teaching Schools Council. These standards promote the importance of the role of a mentor in supporting less experienced teachers. Although these have been developed with a focus on mentors for trainee teachers, the standards make clear that mentors have a crucial role to play in supporting teachers 'beyond the early stages of their careers'. Headteachers may also find the standards helpful when deciding who to select and appoint as mentors in their schools.

Questions for induction tutors and mentors to consider:

- How have you considered the key themes identified above in relation to the workload of your mentee?
- Have you discussed the three independent workload reports and 'Making Data Work' [report from the Workload Advisory Group](#) with your mentee and how these relate to them?
- Have you discussed with your mentee [Ofsted's myth-busting document](#) concerning inspections and what Ofsted do and do not expect?
- How often do you check on the workload and well-being of your mentee?
 - What mechanisms are in place in your school / MAT to provide additional tailored support?
 - What are the formal mechanisms in your school / MAT for you to feed back to senior leaders on any issues relating to workload burdens for NQTs and teachers in the early stages of their career?
- What practical strategies do you discuss with your mentee to support with their workload?
- What resources do you draw upon to support your mentee with their workload?
- Is your policy for the monitoring, support and induction / appraisal cycle sufficiently streamlined to remove unnecessary bureaucracy and workload burdens for both the appraiser / induction tutor and the NQT / early career teacher?

How can appropriate bodies support the workload of NQTs?

The [statutory guidance](#) for the induction of NQTs outlines the roles and responsibilities for all parties involved in the induction process; including appropriate bodies. In relation to workload, appropriate bodies are responsible for:

- ensuring that the monitoring, support and assessment processes and procedures for NQTs are appropriate. Appropriate bodies should give serious consideration to ensuring that any processes are proportionate and do not increase workload burdens for both the NQT and the induction tutor. The process should avoid NQTs collating folders of evidence – some appropriate bodies instead opt for the use of an evidence tracker which is used and updated on an on-going basis to summarise and signpost to evidence against the Teachers' Standards. NQTs should not need to copy or duplicate examples of evidence;
- ensuring that the school is providing the NQT with their statutory entitlement to a reduced timetable in addition to PPA time;
- having robust quality assurance mechanisms to determine whether headteachers (and governing bodies where appropriate) are aware of, and have the capacity to, meet their responsibilities for the monitoring, support and assessment of the NQT. This includes ensuring that a personalised induction programme is in place and that designated induction tutor support is provided; and
- ensuring that induction tutors receive training and also that their school provides them with support and capacity to undertake their role – including giving them sufficient time to carry out their role effectively.

Questions for appropriate bodies to consider:

- How do your quality assurance processes ensure that any monitoring and assessment procedures are applied consistently and are not overly burdensome for the NQT or induction tutor?
- How do you routinely seek the views of NQTs and induction tutors regarding their workload in association with the monitoring, support and assessment expectations?
- How do you liaise with school leaders to ensure that induction tutors have both the capacity and time to undertake their important role?
- How do you respond to schools' requests for guidance, support and assistance in ensuring supportive induction programmes?
- How do you ensure that any good practice concerning supporting NQTs is shared with other schools?
- How do you share relevant research relating to workload, transition and the quality of mentoring and professional development with schools?

Support for teachers

The Department for Education has published a range of [case studies, resources and practical solutions](#) from schools around the country to help reduce unnecessary workload.

The [Education Support Partnership](#) has a range of useful advice and resources to help you manage your workload.

[Ofsted](#) has produced some useful guidance to confirm facts about the requirements of Ofsted and to dispel myths that can result in unnecessary workloads in schools.

Consider joining The Chartered College of Teaching who issue an annual publication for early career teachers; 'The Profession' 2018 issue has an article on 'supporting your workload as an early career teacher'.

[Advice for ITE providers](#) has also been published to support teacher training providers in reducing workload.

What does the Newly Qualified Teacher Survey (2017) tell us about workload?

The 2017 NQT survey, completed by 1,639 respondents between 28 August and 9 October 2017, asked a variety of questions, including those specific to workload:

Two thirds (65%) of NQTs who were in progress or had completed their induction year said they had discussed what their workload would be like with their training provider or placement school(s). Among those who had discussed what their workload would be like, the majority said their workload in their induction years was as they expected, though 28% said it was bigger than expected.

NQTs were also asked the extent to which they felt encouraged – by either their training provider or their placement school(s) – to reduce unnecessary workload around marking, planning and teaching resources, and data management. Up to half of NQTs (26% to 52%) felt they had been encouraged to at least a fair extent to reduce unnecessary workload across the three areas. NQTs were most likely to report feeling encourage to at least a fair extent to reduce workload around planning and teaching resources, followed by marking and data management.

Across all three areas, NQTs were significantly more likely to feel they had been encouraged to reduce unnecessary workload a fair amount or a great deal by their placement school(s) than by their training provider.



Department
for Education

© Crown copyright 2018

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00215-2018



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk