Strengthening Qualified Teacher Status and improving career progression for teachers

Government consultation response

May 2018

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Foreword

I want to see the best education for all children and young people, and no part of the work we do is more important than supporting the teachers who deliver it. It is teachers who really improve outcomes and change the lives of their pupils – they are the foundation of the education system.

This consultation response is a significant step in the right direction for the teaching profession. However, this is only the beginning of a much longer journey. This response sets out a roadmap for how we want to work with the profession to continue to improve the support available for teachers in the early years of their career. This must be sustainable, rooted in evidence, and led by the profession, including by those schools that are already demonstrating excellent practice in the support they offer their existing teachers.

I am very grateful for the positive and constructive way in which respondents engaged with the key issues in this consultation, and I welcome the fact that most respondents thought that these proposals represented a positive change. We have listened closely to respondents, including the areas where they raised concerns, and this has directly informed the outcomes of the consultation process.

All teachers have a real desire to improve the outcomes of their pupils. Teachers at the beginning of their careers need enough support, space and time to truly develop their teaching practice and become the expert teachers of the future. In response to the consultation we have heard how new teachers do not always have access to the structures of support that their peers entering other professions take for granted. This response sets out the first steps for how we will significantly improve this offer, including introducing an early career framework for new teachers.

However, we are not designing a system from scratch. We need to make sure that new and prospective teachers see this for what it is – more support and investment in their professional development – rather than an additional burden or barrier to joining the profession. This work builds on the strong foundations of initial teacher training, and reflects the overwhelming desire in the system to support teacher development.

We must also recognise and value teachers who have more experience, especially those who want to stay in the classroom. This includes making sure they have opportunities to continue to develop their professional practice and progress their careers regardless of their school or phase, and that we have the right systems and incentives in place to reward those who want to be excellent teachers without moving into leadership positions. This means placing more value on subject knowledge, evidence-informed practice and peer support.

This work must come together with efforts across the profession to remove unnecessary workload and support the professionalism of teaching. It will be aligned with wider work to

ensure that the teaching profession remains an attractive and fulfilling career, and that teachers are supported to remain in the profession and can continue to thrive.

We have heard that these can be positive changes, so long as they are implemented well. I am fully committed to continuing to work with the profession to understand how best to deliver these changes. We want to get this right. We can only do so by working with you.

Rt Hon Damian Hinds

Introduction

1.   In December 2017, we launched a public consultation on 'strengthening Qualified Teacher Status and improving teacher career progression'.[1] This consultation set out a range of proposals for ensuring teachers have the right support in place at the beginning of their careers, improving access to high-quality professional development, and improving progression opportunities for all teachers throughout their careers. These proposals are part of our commitment to ensure teaching remains one of the most respected, attractive and fulfilling careers.

2.   Underpinning these proposals is our vision for the teaching profession: a profession marked by a strong culture of professional development and clear progression opportunities, with the right support at every career stage, particularly those crucial first years in the classroom. All teachers deserve the opportunity to develop through coherent, flexible career pathways, whether they choose to remain in the classroom, pursue leadership roles, or seek out a more specialist route.

3.   We have sought to engage as many people as possible during this consultation process, primarily through an online survey. We also ran an extensive series of consultation events, both before we launched the consultation and during the survey period. Both the online consultation and the public events were advertised widely through social media and stakeholder communication channels, including newsletters, conferences and other events.

4.   The consultation had a wide scope, and many of the proposals asked whether there was an appetite to develop policy in this area, rather than setting out a detailed set of proposals. This was intentional; we have been clear throughout this process that we are consulting early in the policy development cycle, and we are committed to developing this work in collaboration with the profession.

5.   This document is the Government's initial response. It is the first phase of a much longer-term programme of work. It sets out key decisions and what is required for implementation, and outlines how we will work with the profession to take this work forward.

6.   If these proposals are to have the desired effect, we must take the time to develop them properly. We welcome the fact that most respondents thought that these proposals would have a positive impact overall. Respondents to the consultation were clear that greater investment in early career teachers and professional development depends on

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[1] https://consult.education.gov.uk/teaching-profession-unit/strengthening-qts-and-improving-career-progression/

greater investment from government. We are committed to continuing to work with the profession to understand how best to deliver these proposals.

7.   Since the consultation was launched in December, the Secretary of State has announced the development of an overarching teacher recruitment and retention strategy. This work will form a core part of this strategy. Taking a more strategic approach will ensure that proposals for the profession are not developed in isolation from other key policy areas, for example workload reduction efforts. We will publish further details about the work outlined in this document to align with the publication of the recruitment and retention strategy, as we know that improving professional development and career progression opportunities for teachers are an important element of how we address wider retention challenges. More details are set out in the 'Next Steps' chapter of this document.

Part 1: Overview of responses received and the government's response

Key facts

8.   The consultation ran from 15 December 2017 to 9 March 2018. We received 1993 responses to the online survey, and a further 40 responses via email.[2]

	Total
Headteacher/Executive Headteacher/Principal	242
Initial Teacher Training (ITT) Representative	136
Local Authority Representative	56
Newly Qualified Teacher (NQT)	196
Primary Teacher (Not NQT)	298
School Governor	5
Secondary Teacher (Not NQT)	427
Sector Professional/Academic	85
Trade Union Representative	5
Trainee Teacher	160
Other (Deputy/Assistant Head, Head of Department, retired teacher, etc.)	351
Not answered	32

9.   A number of these responses were from organisations rather than individuals.[3]

10.   A number of freeform responses were received via correspondence. These are not included in the data analysis unless they responded to each question individually, but they have been considered when formulating the response.

11.   We held a series of 18 consultation sessions throughout England. These were a mixture of public events and events that were organised by organisations with an interest

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[2] There were a number of respondents who identified themselves as more than one category or who did not identify with any of the categories shown above. We have grouped people by what they identified as their primary category.

[3] Some of these responses represented the views of thousands of members, so we have weighted them appropriately.

in the consultation. In total, they attracted over 600 individuals from across the profession. These events allowed us to explore attendees' views in more depth.

12.   This response is the product of a detailed analysis of all the responses received, including both qualitative and quantitative responses from the online consultation, through the discussions at consultation events, and from organisational responses.

Our response

13.   Overall, respondents supported the case for change that we set out in the consultation document, agreeing that a stronger offer of support for teachers is fundamental to supporting the quality and professionalism of teaching and teachers. In coming to decisions about how to take forward these proposals we have considered all the responses and sought to understand the breadth of views, and the reasoning behind these views.

14.   Strengthening the training and development of teachers lies at the heart of our proposals. Regardless of whether a teacher has just completed initial teacher training (ITT) or is looking for the next challenge in their career, we want there to be professional support available, as there would be in other top professions such as medicine and accountancy.

Supporting high-quality teaching and professional development for early career teachers

15.   **We will introduce an Early Career Framework (ECF) for the induction period. The ECF will ensure new teachers have more support in this crucial phase of their career and schools have more guidance about what they should be offering their new teachers.** This requires intensive work with the profession to articulate what should be in the framework, and how this should be delivered through an enhanced offer of professional development for these teachers. Following this, we will need to commission the development of materials and resources against the framework to ensure it is accessible to all teachers, in all schools. This is an integral element of our ambition for the teaching profession. Much of the wider package of support will be contingent on its successful development and implementation.

16.   The content of this framework will build on and complement ITT, and will be designed to offer coherence with the wider work to improve later career development. We want the ECF to be the foundation of a successful career in teaching, from which teachers pursue high-quality professional development.

17.   We have convened a small group of experts to develop the framework and advise on how schools should be supported to deliver professional development against the ECF. They will take the views of further sector experts and draw on the available

evidence. We will convene a number of roundtable sessions with key groups, so that the development of the ECF involves as wide a range of people within the sector as possible.

18.   **We will extend the induction period for new teachers to two years, providing more time for teachers to develop their knowledge and skills.** Therefore, after completing ITT, teachers will have a two-year statutory induction period rather than the current one-year period. We will work with the profession in the next phase of work to understand how best to deliver these proposals. Any resourcing implications are a matter for the forthcoming Spending Review.

19.   There was significant support for extending the timetable reduction into the second year. We agree that if a two-year induction is to be viable, new teachers need to have the appropriate support and development opportunities, and sufficient time is a crucial element. **This extension will not impact on pay; salaries post-ITT will still be on the qualified teacher pay scale, and teachers in their second year will have the same opportunity to advance through pay scales that they currently have.**

20.   Our objective is to improve the support for early career teachers to help ensure high standards of teaching. At the core is the ECF and strengthened professional development. It became clear from responses, particularly organisational responses, that we do not need to move the award of Qualified Teacher Status (QTS) to deliver the benefits that we set out to achieve. **Under our proposals, QTS will remain, as now, at the end of ITT. A well-designed two-year induction with enhanced support will have a more substantial impact on improving the quality of teaching than moving the point at which QTS is awarded.**

21.   Given that we are not moving the point at which QTS is awarded, we will not be introducing a QTS(P) at the end of ITT. A number of respondents, particularly those who thought we should extend the induction period but not move the award of QTS, proposed introducing an 'Endorsed QTS' to mark the end of induction, which we are attracted to. We will explore this in the next phase of work.

22.   **We recognise the importance of mentoring for early career teachers, and we want to ensure that all schools have access to high-quality training for their NQT mentors.** In order to have maximum effect, this should be related to the ECF rather than being generic, so it will be developed in conjunction with the ECF. We will review what additional mentor training needs to be developed within the system, and what organisations would be best placed to develop and deliver this. We will draw on existing initiatives to build evidence of what works in different school contexts.

23.   **We will also review the ITT mentor standards to make sure they are applicable to NQT mentors in schools, as well as mentors in ITT settings.** These standards are high-level and not phase or subject specific, but are a starting point for creating more consistency across the system. This will not change the ITT mentor standards; we recognise these have only recently been introduced and are still

embedding in ITT settings. **We will also amend the statutory induction guidance to create a new role of mentor in addition to the induction co-ordinator/tutor.** We understand that this could present challenges for some very small schools, so we will consider adding a caveat to the guidance that allows for exemptions to this rule, providing there a strong case can be made.

24.   **To ensure all new teachers have access to the high-quality professional development and support they are entitled to, we will strengthen the appropriate body function.** We are aware of the complexity of this area, and given how fundamental the role of the appropriate body is, we need to ensure this is right. We will introduce an accreditation process for appropriate bodies so that the expectations of appropriate bodies are clear and consistent, and we will develop a quality assurance process for accredited appropriate bodies. Both of these processes must be founded on clear criteria, which we will develop with current appropriate bodies and schools. We will also produce more detailed guidance on what the appropriate body role entails, and publish case studies to help understand 'best practice' for appropriate bodies.

25.   We will look further at whether to open up the market to allow other organisations beyond those currently listed in the regulations to take on the appropriate body role. This is likely to be limited to ITT providers. We recognise the concerns about conflicts of interest, but are satisfied that the inspection framework guards against such risks.

26.   We will maintain the existing five-year limitation on how long a teacher can undertake short-term supply work of less than one term in a relevant school without starting their induction period.

Providing clear and compelling career progression opportunities for all teachers

27.   **Responses demonstrated clear support for specialist qualifications, including subject specialisms, so we will support the development of new specialist qualifications.** These specialist qualifications will build on the ECF and complement Chartered Teacher status (CTeach). We will work with the sector to design these qualifications and provide further details as part of the next phase of work.

28.   Improving access to high-quality Continuing Professional Development (CPD) is critical to improving progression opportunities. The standard for teachers' professional development, developed by CPD experts and backed by evidence, must be at the heart of these proposals.[4] Consultation respondents noted that this standard is valuable but not being used widely enough. **We will reconvene an expert group to explore options for how to improve awareness of the standard in schools**, and invite them to develop recommendations on how to better embed the standard into everyday practice.

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[4] https://www.gov.uk/government/publications/standard-for-teachers-professional-development

29.   All of the proposals around improving CPD for teachers are dependent on recognition of what 'good' CPD looks like, which was widely acknowledged to be challenging to define. **We will undertake further work with the profession to understand the feasibility and desirability of developing a badging scheme or framework for CPD provision, considering existing initiatives we have become aware of that seek to help teachers identify high-quality CPD.** This will involve unpacking the challenges identified by respondents to such an approach, including the challenge of identifying high-quality CPD without limiting it to external courses, and whether this should be the role of government or not.

30.   **We will set up a work-related sabbaticals pilot for more established teachers.** This will start in September 2019 for a pilot cohort who have been in the profession for at least ten years. Responses were clear that this could be very positive, but that there would need to be clear criteria. We will develop these criteria and explore the potential delivery models, drawing on international comparisons, and publish further information in the autumn ready for the first cohort to apply. We will establish a strong evaluation of the pilot. This must consider the longer-term effects of a sabbatical programme on the individual and their school, including the manageability of supporting a sabbatical. Given that the policy intention is to support the retention of more established teachers as well as improve perceptions of the professionalism of teaching, we will need to be sure that any such programme has a positive impact in these areas.

Part 2: Next steps

31.	This response is the first stage of a longer-term programme of work. Within this document, we have set out some key decisions and outlined how we are going to work with the teaching profession to make the next set of decisions. We will publish the next phase of work to align with wider work around the recruitment and retention strategy.

32.	There are no simple solutions for what is a deeply interconnected and complex set of issues. We want to strengthen the professionalism of teachers and teaching. We think that this work moves us in the right direction. We recognise that it must be integrated with other work, including the recruitment and retention strategy and the efforts to remove unnecessary workload. Cultural change cannot be dictated by government: it must be led by the profession in order to be sustainable, but with government making a commitment to support any changes. That is why we will take the time to work with the profession to get this right.

33.	If these proposals, including the extended induction period, are to have the anticipated effect, significant work needs to happen in the next couple of years. We are committed to ensuring schools have sufficient lead-in time to implement the proposals properly. The sequencing of this work is important: some decisions are contingent on other policy areas. This section sets out our priorities for the next six months.

34.	For the next critical phase of work we aim to:

a.	Publish details about the ECF. This requires intensive work with our expert group and others in the profession to articulate not only what should be in the framework, but also what additional support schools may require. Following this, we will need to commission the development of materials and resources against this framework, and ensure that there is capacity in the system to deliver it.

b.	The ECF is the foundation of much of this work. There is a lot that we cannot, or should not, do until further details are available. For example, the development of mentor training for early career teachers must be linked to the content of the ECF. However, we will start developing a deeper understanding of the mentor training market and current provision in advance. Equally, the criteria for the accreditation of appropriate bodies should be designed once we've agreed what schools need to offer. However, we can – and will – start to understand more about what makes a strong appropriate body in the meantime.

c.	We will publish mentor standards for NQT mentors, based on the existing ITT mentor standards. Early career mentoring needs to be related to the ECF rather than generic, but ensuring that the high-level standards are applicable to teachers as well as trainee teachers will be the first step in improving the quality of mentoring in schools.

d. We will continue our work with current appropriate bodies, developing guidance and 'best practice' case studies. We will publish further details on this and the accreditation of appropriate bodies, although the final product needs to be developed following the ECF.

e. We will take forward proposals to develop specialist qualifications, starting by reviewing the market for specialist qualifications and understanding what is already available. We think that pathways after the early career stage should be related to the ECF. However, we will be able to give more clarity about the development of particular qualifications as part of the next phase of work.

f. We will convene an expert group, drawing on the group that originally developed the standards for teachers' professional development, and invite them to make recommendations on how to better embed the standards within practice. We will also continue our engagement with the profession on the question of CPD 'badging' and reviewing existing initiatives, and provide further details as part of the next phase of work.

g. We will develop the criteria for the teacher sabbaticals pilot and publish these, or further details on these, in due course. We need to open up applications in early 2019 in order for the first sabbaticals to be available from September 2019.

35.   We will take the time to develop these proposals properly so that we can be clear about how to ensure their effective delivery. We are committed to continuing to work with the profession to make these proposals work, including by ensuring this work is a core element of the recruitment and retention strategy.

Part 3: Detailed analysis of responses

36. This section provides an analysis of the qualitative responses to the online consultation, as well as responses at events. The detailed breakdown of responses to each question is provided in Annex A.

Questions 1, 2, 3 and 4

We asked

Do you think that QTS should be awarded after a period of sustained professional practice rather than the end of initial teacher training (ITT), as it is currently?

Do you agree that a core Early Career Content Framework and a continuing professional development (CPD) offer for new teachers should be fundamental to a strengthened QTS?

What core competencies, knowledge areas or particular skills do you think should be developed in a structured way during the induction period?

Do you think we should extend the current induction period?

You said

The answers to these four questions were closely linked. Whilst a clear majority of respondents welcomed additional support for teachers at the start of their careers, there were different views on how best to achieve this.

Moving QTS and extending induction

37. A majority of respondents to the online consultation (67.9%) agreed in principle that QTS should be awarded after a period of sustained professional practice. The reasons given echoed many of the reasons we offered in the consultation document, and there was broad agreement that a strong case was made. Many respondents used their answer to this question to respond to the consultation in more general terms.

38. Respondents welcomed the idea of more support for new teachers, and if this required moving the point at which QTS was awarded, then this was to be accepted. There was wide support in principle for the recognition of professional competence after a period of sustained practice. Event attendees particularly noted the point about confusion outside of the sector and amongst prospective teachers about what it means to be 'qualified'. They also saw this as an opportunity to make it a more rigorous and respected award. There was more support among schools leaders for moving the award of QTS than there was among NQTs and trainee teachers.

39.   Those who disagreed, or were in favour in theory but caveated their response, highlighted the potentially detrimental impact on recruitment, particularly if combined with an extended induction period. There were concerns that prospective teachers would be deterred by a longer qualification period. Some commented that it could increase the stress and uncertainty that new teachers face, and would therefore negatively affect morale. Others said that the issue is not with QTS itself, but with what happens during the induction year, and so welcomed the focus on improving support for NQTs but did not think that the award of QTS needed to move to make this happen.

40.   This reflects the fact that many of the comments for question one also covered question four, about the length of induction, with many of the same issues raised. Views were evenly split on whether to extend the induction period or maintain the current one-year period. 940 of online respondents agreed that we should extend the induction period and 935 thought we should keep it at one year. Again, school leaders were significantly more in favour of an extension than trainee teachers and NQTs.

41.   Those in favour of the extended period cited the benefit of additional time for professional development and mentoring. It was noted that the second year must provide added value and avoid simply moving the 'cliff-edge' to the end of an extended induction period. If it was designed and implemented well, respondents said it could have a significant impact on the quality of teaching and preparedness of new teachers. Those opposed to the proposal thought that lengthening the period before full qualification may impact negatively on recruitment and that combining this with moving the award of QTS was too risky. In addition, it could impact on the morale and confidence of new teachers, in part because of the additional scrutiny that NQTs face. Again, many of the same points were raised in response to both questions one and four.

42.   Many of the organisational responses had given significant thought to these proposals in particular. The majority of the larger organisations were in favour of extending the induction period, including the Chartered College of Teaching, most unions, and the representative bodies for ITT providers, providing it comes with appropriate support. One union was conditionally against the extension, although cautiously welcomed it if it were to mean an extension of the 10% timetable reduction, which, they felt, could impact positively on retention of early career teachers.

43.   Several of these organisational responses, including many of the unions as well as the Chartered College of Teaching, came to the view that we should not move QTS at this stage. Their view was that improving the experience of teachers early in their career is not dependent on moving QTS, there is a lack of evidence that this is necessary to improve professionalism, and a considerable concern about the potential impact this may have on recruitment.

44.   Finally, some respondents thought that the timeframe for induction should be flexible to recognise previous experience or the different rates at which individuals

proceed. Others were concerned that this would lead to an imbalance in quality, undermine career progression or even be used as a means to reduce the support provided to NQTs and lead to a lack of parity between NQTs in different schools.

Early Career Content Framework

45.   There was significant and consistent support for the development of an Early Career Content Framework across all groups of respondents, including school leaders, ITT representatives, trainee teachers and NQTs and more experienced teachers. In total, 88.3% of respondents agreed or strongly agreed this this should be fundamental.

46.   Respondents felt that the framework should complement and build on the ITT core content framework and the Teachers' Standards, and that the core of the framework should dovetail with work to support wider career development. Some respondents were of the view that NQTs have different developmental needs and interests so it was important that the framework allow for a degree of flexibility.

47.   Particular issues that were highlighted included the potential costs of delivering the framework and the associated development offer, and a concern that it should not add to workload, nor become a tick-box exercise or a means of increasing accountability.

48.   There was strong support for including the areas proposed in the consultation within the framework. Trainees and NQTs were most supportive of including the use and understanding of assessment and supporting pupils with Special Educational Needs (SEND). More experienced teachers were most supportive of including a focus on subject and curriculum knowledge and behaviour management.

49.   A number of other topics were proposed by respondents. Some of the more popular suggestions included mental health, wellbeing and resilience for both pupils and teachers; engagement with parents and guardians; time management; and child development. Major stakeholders also suggested a range of areas, for example, understanding pupil needs, personal, social and health education (PSHE) and relationships and sex education (RSE), equality and diversity, and safeguarding.

Question 5

We asked

We have used the names QTS(P) and QTS throughout this document. Do you think that these terms are appropriate?

You said

50.   It was clear from responses that language is critical, although there was no clear consensus on what would be most appropriate. In the online consultation, QTS(P) followed by QTS was marginally more popular than the other proposed options.

51.   A number of respondents wanted to keep the award of QTS at the end of ITT and instead change the award given at the end of the induction year. Some respondents proposed alternative terms, including QTS1/QTS2; QTS/Enhanced QTS; and QTS/Expert Teacher Status.

52.   There was some confusion over the proposed terminology, with many respondents expressing uncertainty over what being 'provisionally' qualified would mean and whether it would affect pay. This lack of clarity was reflected in the concerns of a number of respondents around negative public perceptions, in particular with regard to the views of parents who may think their child was not being taught by a qualified teacher.

53.   There was also a concern from some that changing the award given at the end of ITT may dissuade prospective teachers from applying to the profession, as reflected in responses to question one. Currently the award of QTS recognises the completion of ITT, a significant milestone, and changing this language could be seen as undermining that. This sentiment was particularly expressed by ITT providers.

Questions 6 and 7

We asked

We set out a number of proposals that would support the development of a stronger mentoring offer, including ensuring the ITT mentor standards were also appropriate for NQT mentors, introducing an additional mentor role, strengthening the induction guidance and improving access to high-quality mentor training in schools.

Which of the proposals [to support the development of a stronger mentoring offer] do you think would help?

How else can we improve the quality and quantity of mentoring for all new teachers?

You said

54.   A majority of respondents agreed that a mentor is very important in a teacher's professional development. The Chartered College of Teaching considers mentoring to be 'critical to the success' of the proposals to develop early career teachers. Many event attendees shared their personal experiences of mentoring and being mentored themselves, flagging the variability of the current mentoring provision for NQTs. Some noted that mentors can have both positive and negative impacts on a teacher depending on quality of provision. Overall, respondents highlighted the quality of mentoring provision as a key factor.

55.   The most popular proposals to strengthen the provision of mentoring for early career teachers included the development of high-quality mentor training and

strengthening the statutory guidance to provide frequent mentoring sessions. Some respondents commented that mentor training should include the development of specific, focused skills such as providing effective feedback, facilitating supportive conversations and holding challenging conversations to ensure the mentoring is high-quality rather than generic.

56.   In addition to strengthening statutory guidance, many respondents supported the proposal to extend the ITT mentor standards to those who mentor NQTs too. Some respondents thought that we meant that we would revise the standards for ITT provision, and warned against this, as they are only just becoming embedded and further change could hamper this.

57.   Time is currently the biggest barrier to high-quality mentoring. Over a quarter of respondents flagged the importance of providing mentors with protected time, giving them capacity to undertake related activities, including lesson observations and meetings with mentees. This sentiment was echoed in the organisational responses to this consultation, which emphasised the need to avoid the proposals adding to workload.

58.   Many respondents flagged concerns that the dual role of the induction tutor as a means of day-to-day monitoring and support as well as coordinating the assessment of NQTs can sometimes mean that the NQT is reluctant to seek help or raise concerns and challenges with them, for fear that it will affect their assessment. There was support from online responses that assessment should be separated from support (mentoring) for NQTs. A number of attendees at the public consultations events echoed this and offered examples of mentoring working positively when it has been separated from an assessment role. The majority of the organisational responses were supportive of proposals to separate the role of the mentor and induction tutor to enable NQTs to 'share their perspectives and concerns with a trusted colleague candidly.' Some respondents raised potential challenges with this role split and said that clarification of the mentor and induction tutor roles would help avoid duplication.

59.   Respondents also flagged the potential for the mentoring role to be a development opportunity, offering an interesting and rewarding non-leadership path for teachers. 10% of respondents suggested that the role of the mentor could be incentivised through the development of an accreditation scheme for mentors and/or developing qualifications that mentors can work towards.

Question 8

We asked

How should we ensure that new teachers get sufficient time to focus on their professional development?

You said

60. There was widespread support for a number of proposals to enhance the professional development of early career teachers, with the most popular proposal being the 10% timetable reduction continuing for those in their second year of teaching. Around a fifth of respondents felt that an alternative timetable reduction for new teachers would be more appropriate, such as a 10% timetable reduction in the first year and 5% timetable reduction in the second year.

61. Nearly a third of respondents felt that it would be beneficial for new teachers to be released from non-teaching tasks such as being involved in form groups and school clubs. Some flagged that while this may be help to reduce workload for new teachers, it could mean that teachers potentially miss out on meaningful experiences, a sentiment echoed by the Chartered College of Teaching, who stated that 'care needs to be taken not to prevent teachers from engaging in valuable experiences.'

62. A number of respondents, especially headteachers and school leaders, flagged concerns about the financial and workload implications for schools and other teachers, in particular the management of any additional timetable reductions.

Questions 9, 10 and 11

We asked

Do you agree that the QTS assessment should be conducted internally and be independently verified by an appropriate body?

How do you think we should strengthen the independent verification of QTS accreditation?

What role do you think ITT providers could play in the assessment and accreditation of QTS?

You said

63. There was consistent support across all categories of respondent for maintaining the current approach to assessment: internal assessment followed by independent verification by an appropriate body.

64. There was some concern about potential conflicts of interest within the system, particularly given that schools can choose their own appropriate body. As such, respondents emphasised the importance of ensuring a fully independent verification process is in place.

65. There was support for the establishment of a national network for appropriate bodies; several respondents noted the value they, as appropriate bodies, get from the

existing regional networks which enable them to share best practice and assist with consistency.

66.   There was also support for more detailed guidance on the appropriate body role, with respondents noting that this too may help ensure a more consistent service from appropriate bodies. Both online respondents and major stakeholders stressed that this must not become overly bureaucratic nor add to workload. There was support for involving the Teaching Schools Council and the Local Government Association in the development of the guidance.

67.   There were some conflicting views on the role ITT providers could play in the assessment and accreditation of NQTs. Almost a fifth of those who answered this question suggested that ITT providers could fulfil the appropriate body role, highlighting their expertise and experience.

68.   Others, including some unions, expressed concern about the potential conflicts of interest. Some noted that ITT providers may be influenced by their existing knowledge of NQTs, but were open to the proposal as long as ITT providers apply for and are approved for the role. There were also some concerns about the impact of limiting an NQT's experience to one particular type of model.

69.   More broadly, there was support for strengthening the link between ITT providers and schools. Suggestions included support for induction tutors, sharing feedback on overall NQT progress to feed back into ITT training, and providing training. There was particular support for the provision of transitional support for NQTs moving from ITT into their induction period. It was felt this would provide continuity and steers on areas of development on which to focus.

Question 12

We asked

Do you think we should maintain the limitation on how long a teacher can teach on a supply basis without completing QTS?

You said

70.   From our online responses, a majority of respondents (80.4%) suggested that we should maintain the limitation on how long a teacher can teach on a supply basis without completing QTS. A total of 34% of respondents thought we should keep this limit as it currently stands, at five years. The responses we received stated that five years is currently an effective amount of time for those who want to teach on supply, whilst also allowing more flexibility for those who require it. This sentiment of maintaining the current limit is echoed by many of the unions and major stakeholders.

71.   46.3% of respondents would, however, like the time limit on how long a teacher can teach on a supply basis to be shortened. One of the main themes from the online responses was a concern around the quality of supply teachers, with a number of respondents commenting on the often limited amount of support and access to CPD that supply teachers get. From our online responses, trainee teachers were proportionally more likely to want to keep the limit at five years (37.2% compared to 28.4%) whereas headteachers were more likely to want to shorten the limit (61.3% compared to 29.1%).

72.   In contrast, a proportion of respondents were strongly opposed to shortening the time limit. There was a shared sentiment from some respondents that in the current climate there is often a need for supply teachers, and changing the time limit for how long a teacher can teach on a supply basis could instead lead to a shortage of teachers.

Questions 13, 14 and 15

We asked

Considering all of the above, what impact would this model of a strengthened QTS have on post-ITT teachers in terms of teaching practice, retention, and morale?

What impact would this model of a strengthened QTS have on the wider school system?

Are there any other implications that we should consider, and what are your suggestions for addressing them?

You said

73.   The overall response to these questions was broadly positive, reflecting the wider reaction to the whole consultation. Several organisations said that these proposals could facilitate a culture of continued personal development and improve recruitment and retention. For example, the National Induction Panel for Teachers (NIPT) said in their response that the proposals 'will improve morale, support development, increase confidence and support retention by better preparing teachers for their role.' The proposals around mentoring and the Early Career Content Framework were regularly mentioned as having the most potential to improve the experience and quality of early career teachers.

74.   A general theme was that the impact of the proposals would depend greatly on their development and implementation. Certain caveats were also offered: there must be minimal additional workload and it must be designed through the lens of support and not increased scrutiny. On the implications that we should consider, funding, pay and workload were the most commonly mentioned areas of concern. This was echoed in the responses provided by key stakeholders, who highlighted resourcing implications, but

thought that overall the changes should have a very positive impact on the wider school system.

75. Entitlements for early career teachers in academies were frequently raised in the context of ensuring a two-tier system did not develop, and again, it was emphasised that it would be imperative to strike a balance between support and accountability. Although highlighting specific points such as these, all the key organisations were broadly supportive of the wider set of proposals and the way in which these had been developed with the profession.

76. Online respondents suggested that the largest positive impact would be on teaching practice. The majority of respondents thought that there would be a positive impact on teaching practice, against only six per cent who thought that there would be a negative impact on practice. Other respondents thought that there would be a balanced impact, or that it would be dependent on implementation. Almost three quarters of respondents thought that there would be a positive or balanced impact on both retention and morale. On all three areas, headteachers were most likely to say that there would be a positive impact overall.

77. Some respondents suggested that we should consider the implications of the proposals on the variety of candidates beginning a career in teaching, for example, career changers. Additionally, it was suggested that consideration should be given to those who begin their careers in a part-time capacity or who, for various reasons including maternity or paternity leave, must take time away during the induction period.

78. Other implications included the transferability of QTS, both with other sectors in education and with regard to teaching abroad; ensuring that teachers do not cease to feel supported after an extended induction period; and the importance of language and of framing a strengthened QTS in a way that does not deter prospective entrants from applying to become a teacher.

79. Finally, we were frequently reminded that the consultation proposals could not be considered in isolation as a 'solve-all' to improve quality, morale and retention. Much would depend on the language used to frame these proposals.

Questions 16, 17 and 18

We asked

Do you think that there is a market for specialist National Professional Qualifications (NPQs) – or similar – for teachers who aspire to other forms of leadership within the school system?

What specialisms should be prioritised?

Do you think there is a market for non-leadership NPQs – or similar – aimed at further developing subject expertise? How should they differ between primary and secondary phases?

80.   We saw strong support for the introduction of specialist qualifications for teachers who aspire to other forms of leadership in schools (75.4% of respondents), the majority of whom felt NPQs were the right vehicle for this. Many of those in support agreed that there are currently limited options for those who do not wish to pursue traditional leadership roles, and that encouraging teachers to pursue progression and develop professionally in areas that may be more attractive to them would benefit teacher recruitment.

81.   Respondents thought that because NPQs are recognised and respected qualifications, to develop these further – either by introducing new NPQs or by revisiting current NPQs to incorporate new specialisms – would avoid significant confusion within the system. Some respondents, in particular at the consultation events, supported exploring the potential to build in Masters credits, which would be more comparable on an international level.

82.   On which specialisms should be prioritised, teacher development, curriculum design and assessment all received significant support. Other suggestions included SEND, subject specialisms and mentoring and coaching. Further suggestions given at consultation events included child development, pedagogy and disadvantage.

83.   Of these, subject specialist qualifications had the greatest support, particularly from attendees at consultation events. The majority of organisations responding to this question, including teacher and headteacher unions, ITT providers and Ofsted, were also supportive of the proposal to develop more subject-specialist qualifications, although there was some debate as to whether NPQs were the right vehicle.

84.   A minority of respondents felt there was no need for additional specialist qualifications. Many of these felt there were already suitable alternatives available, there was a risk of over-saturating the market with options and causing confusion, and there was a lack of time for teachers to undertake such qualifications. Additionally, some felt that having additional qualifications does not necessarily represent good teaching practice.

85.   Specifically on subject specialist qualifications, a minority suggested a qualification may detract from teachers who have developed subject expertise through experience. Several of those who disagreed with the proposals seemed to agree that a qualification in subject specialism would be beneficial in principle, particularly to those who wished to pursue progression whilst maintaining their classroom base, but they had concerns around the affordability of the qualifications.

86.   There was a mixed response regarding whether the qualifications should differ between the primary and secondary phases: around half of respondents felt they should be tailored to each stage to offer the most suitable support, and around half felt the specialisms available at each stage should not be restricted or crudely split. Several organisations suggested that different phases will have different requirements, but what particularly matters is that an evidence-informed approach underpins the development of these qualifications. Some attendees at one of the public consultation events suggested that subject specialism at primary level would help enhance the status of primary teaching by addressing the perception that primary teachers are generalists.

87.   Some respondents, such as the Education and Training Foundation, said that the CTeach route could offer something similar, and that if new qualifications were developed, they should be developed alongside, and not impede, the work of the Chartered College of Teaching. Finally, some respondents suggested that any new qualifications should correspond with the Early Career Content Framework.

Question 19

We asked

What additional support should be offered for teachers who work in more challenging schools to undertake further professional qualifications?

You said

88.   The vast majority of respondents, including many sector organisations, were in agreement that teachers who work in schools in more challenging circumstances should receive some form of additional support, although a number of respondents also flagged that all schools would benefit from additional CPD and qualifications, not just those in challenging circumstances.

89.   Time and funding were most frequently raised as having the potential to enable teachers in these schools to undertake further professional qualifications, with around one fifth of respondents mentioning each of these areas, often linking the two factors.

90.   Approximately 15% of respondents suggested that facilitating the availability of training and continued professional development would support teachers in challenging schools. Many suggested that CPD and training should be tailored to the needs of each teacher, and focus on targeting specific challenges found in the schools. Around one tenth of respondents suggested increased pay or availability of bursaries and grants as alternative ways to support such teachers to undertake further professional qualifications.

Question 20

We asked

Do you agree that a CPD badging scheme is something that should be developed? What organisations might be best placed to deliver this service?

You said

91.   At some of our public consultation events, attendees shared examples of CPD that they felt to be high-quality, including recently qualified teacher programmes delivered by individual schools. Many attendees noted that high-quality CPD can exist in various forms, including mentoring sessions, lesson observations, and internally delivered training sessions as well as external courses. Whilst the diversity in the CPD market was valued, some felt that it would be helpful to have guidance to help schools and teachers navigate the vast and varied CPD market.

92.   56.8% of respondents were in favour of introducing a CPD badging framework to help identify high-quality external CPD providers and help schools and teachers to navigate the market. Respondents suggested that universities, the Chartered College of Teaching and the Teacher Development Trust could be well placed to lead on this. A number of organisations were also supportive of proposals to develop CPD-badging as long as it is based on evidence of what makes for good CPD.

93.   Of the 19.7% who disagreed with the proposal, some noted that the development of a CPD badging scheme could lead to schools and teachers valuing external CPD over in-house CPD. Others highlighted barriers to implementation, including the challenge of defining high-quality CPD and ensuring that any badging scheme would be inclusive to CPD providers of all sizes. Some organisations discouraged the development of a CPD badging scheme as schools already quality assure providers before they use them.

94.   Meetings with experts in the system from a range of organisations echoed the challenging nature of a badging scheme due to the difficulties in identifying high-quality CPD. For example, it was felt that there is generally an insufficient evidence base around whether particular provision in the market is effective or not, which would make it difficult to identify which CPD should be badged.

Question 21

We asked

How should government incentivise effective professional development for teachers, particularly in the areas and schools where it is most needed?

95.   The most popular proposals to help incentivise effective professional development for teachers were clearer entitlements to CPD and ring-fenced funding.

96.   Nearly two-thirds of respondents were supportive of proposals to introduce clearer entitlements to CPD, including a minimum number of hours. This is widely supported by a number of organisations but with the caveat that the number of hours may not be a guarantor of quality. Respondents added that time is a barrier to accessing CPD, and 65.4% of respondents felt that ring-fenced funding for CPD in schools where it is most needed would help to incentivise a culture of professional development in schools, especially in schools facing challenging circumstances. Ring-fenced funding was the most popular proposal among headteachers in our online responses.

97.   The development of a national CPD framework for early career teachers beyond the statutory induction period was also welcomed by almost half of respondents. Respondents said that this should be linked to the standard for CPD for teachers as well as build on the proposed framework for early career teachers. The proposal to introduce a CPD record for teachers was also relatively popular. While some respondents and organisations felt that this could potentially help teachers to reflect on their professional development activity, other respondents warned that we would need to be careful of the administrative burden and urged us to consider the implications on workload.

98.   We invited respondents to suggest other means of encouraging teachers to undertake professional development activities. Some of the online responses suggested that we should introduce online CPD platforms for teachers and introduce accountability measures for schools to incentivise them to provide teachers with access to high-quality CPD.

99.   Respondents, both online and at events, felt that there should not be a distinction between schools where CPD may be 'most needed' and other schools, but that high-quality CPD should be available and accessible to all teachers, regardless of the area or school in which they teach.

Question 22

We asked

How can government best support the development of a genuine culture of mentoring in schools?

You said

100.   Responses to this question echoed many of the responses to questions six and seven. These questions have been considered in parallel. There was widespread support for extending mentoring provision beyond the statutory induction period for teachers and

to help schools to further develop a strong culture of mentoring in schools. Organisations, including NAHT, made the distinction between mentoring and coaching, defining mentoring as 'growing the individual, both professionally and personally and … linked to professional development, while the latter tends to have a narrower focus on specific areas of performance or specific outcomes.' They also feel that mentoring can be a valuable tool to support teachers at all stages of their careers, not just during the induction period.

101.   Training and guidance was an area that was valued by online respondents. The area that respondents feel would have the biggest impact on the culture of mentoring in schools is funding the provision of high-quality mentor training. This mirrors the popularity of the proposal to introduce high-quality mentor training as a means of increasing the quality of mentoring provision for early career teachers. Over half of respondents are keen to see guidance on what effective mentoring looks like. This would help to formalise the mentor role and ensure consistent practice across all schools.

102.   Respondents were supportive of other proposals, including providing more opportunities for teachers to explore career pathways related to mentoring and coaching, for example through the development of specialist NPQs, and the accreditation of high-quality mentor programmes. Some respondents suggested that mentors could undertake CPD modules in mentoring and/or coaching and receive credits that could later contribute towards a masters level qualification.

103.   Event attendees and online respondents noted the importance of embedding mentoring and coaching to enable sustainable change. This includes building aspects of mentoring into the existing NPQ curriculum for school leaders and working with teaching schools to identify how they could help to build mentor capacity amongst school leaders. Other suggestions from individuals to help change the culture of mentoring included building mentoring skills into teaching standards, performance conversations and appraisal processes.

Questions 23 and 24

We asked

Do you think that a fund to pilot sabbaticals would be a positive step for the profession?

What would the impact be for teachers and schools of enabling more teachers to take sabbaticals, providing they are related to their teaching practice?

You said

104.   There was significant and wide-ranging support for the establishment of a sabbaticals pilot. Unions and other major stakeholders were in favour, noting the range of

possible benefits that may accrue, such as improving recruitment and retention and helping to create a culture of CPD throughout a teacher's career.

105.   Other benefits included the return of enthused teachers, who may bring with them fresh ideas that benefit the whole school and higher morale. NAHT indicated potential development opportunities for teachers within a school through the provision of interim roles to cover a teacher's absence.

106.   Respondents also highlighted the practical challenges in designing and delivering a pilot. These included securing cover for the release of teachers, particularly in shortage subjects, the length of sabbaticals and the criteria that will be used to determine eligible activity, as well as how to ensure teachers return to teaching after their sabbatical.

Annex A: Breakdown of responses to each question

Question 1

Do you think that QTS should be awarded after a period of sustained professional practice rather than the end of initial teacher training (ITT), as it is currently?

	Total	Percent
Yes, I agree, without caveats	773	39.26%
Yes, I agree, but with caveats	563	28.59%
No, I disagree	582	29.56%
Do not know	51	2.59%

Question 2

Do you agree that a core Early Career Content Framework and a continuing professional development (CPD) offer for new teachers should be fundamental to a strengthened QTS?

	Total	Percent
Yes, I strongly agree	971	49.31%
Yes, I agree	767	38.95%
No, I disagree	136	6.91%
No, I strongly disagree	50	2.54%
Do not know	45	2.29%

Question 3

What core competencies, knowledge areas or particular skills do you think should be developed in a structured way during the induction period?

	Total	Percent
Subject and curriculum knowledge	1501	76.74%
Evidence-based pedagogy, including subject-specific pedagogy	1263	64.57%
Use of and engagement with evidence	843	43.10%
Behaviour management	1575	80.52%
Use and understanding of assessment	1478	75.56%

	Total	Percent
Supporting pupils with special educational needs and disability (SEND)	1498	76.58%
Other	342	17.48%

Question 4

Do you think we should extend the current induction period?

	Total	Percent
Yes, extend to two years	780	39.74%
Yes, another amount of time	160	8.15%
No, keep it at one year	935	47.63%
Do not know	88	4.48%

Question 5

We have used the names QTS(P) and QTS throughout this document. Do you think that these terms are appropriate?

	Total	Percent
QTS (Provisional)/QTS(P) followed by QTS		
Strongly agree	300	17.05%
Agree	535	30.40%
Do not mind	505	28.69%
Disagree	246	13.98%
Strongly disagree	174	9.89%
Certificate of Completion of ITT followed by QTS		
Strongly agree	293	17.50%
Agree	465	27.78%
Do not mind	477	28.49%
Disagree	249	14.87%
Strongly disagree	190	11.35%
Associate Teacher Status followed by QTS		
Strongly agree	179	10.84%
Agree	313	18.96%

	Total	Percent
Do not mind	441	26.71%
Disagree	393	23.80%
Strongly disagree	325	19.69%

Question 6

Which of the proposals [to support the development of a stronger mentoring offer] do you think would help improve the quality and quantity of mentoring?

	Total	Percent
Reviewing the existing ITT mentor standards	704	36.96%
Adding an additional mentor role into the statutory induction guidance	725	38.06%
Strengthening statutory guidance to require schools to provide more frequent mentoring sessions	1090	57.22%
Development of high-quality mentor training	1616	84.83%
Do not know	40	2.10%

Question 7

How else can we improve the quality and quantity of mentoring for all new teachers?

Qualitative answers only. See main text.

Question 8

How should we ensure that new teachers get sufficient time to focus on their professional development?

	Total	Percent
10% reduction in teaching timetable in the second year as well as the first year	1157	61.71%
Different teaching timetable reduction	353	18.83%
Release new teachers from non-teaching tasks	570	30.40%
Other	284	15.15%
Do not know	105	5.60%

Question 9

Do you agree that the QTS assessment should be conducted internally and be independently verified by an appropriate body?

	Total	Percent
Yes, it should be conducted internally and independently verified by an appropriate body	1317	69.24%
Yes, it should be conducted internally, but we do not need any independent verification	206	10.83%
No, QTS assessment should be conducted by an external, independent body	328	17.25%
Do not know	51	2.68%

Question 10

How do you think we should strengthen the independent verification of QTS accreditation?

	Total	Percent
Developing more detailed guidance with the Teaching Schools Council and the Local Government Association on what the appropriate body role entails	568	30.62%
Setting up a national network for appropriate bodies to provide support and a forum for working through issues that arise	722	38.92%
Introducing a Quality Assurance mechanism that might include an accreditation process, whereby appropriate bodies have to apply to take on the role, demonstrating that they understand the requirements	1025	55.26%
Other	177	9.54%
Do not know	196	10.57%

Question 11

What role do you think ITT providers could play in the assessment and accreditation of QTS?

Qualitative answers only. See main text.

Question 12

Do you think we should maintain the limitation on how long a teacher can teach on a supply basis without completing QTS?

	Total	Percent
Yes, keep it as a five year limit	629	34.04%
Yes, but shorten the time in which a teacher can teach on a supply basis without completing induction	856	46.32%

Yes, but lengthen the time limit	42	2.27%
There should be no limitation	220	11.90%
Do not know	101	5.47%

Question 13

Considering all of the above, what impact would this model of a strengthened QTS have on post-ITT teachers in terms of teaching practice, retention, and morale?

	Total	Percent
Impact – teaching practice		
Positive impact overall	1077	58.44%
Balanced impact overall: some positive, some negative	555	30.11%
Negative impact overall	114	6.19%
Do not know	97	5.26%
Impact – retention		
Positive impact overall	600	32.59%
Balanced impact overall: some positive, some negative	735	39.92%
Negative impact overall	314	17.06%
Do not know	192	10.43%
Impact – morale		
Positive impact overall	613	33.32%
Balanced impact overall: some positive, some negative	731	39.73%
Negative impact overall	339	18.42%
Do not know	157	8.53%

Question 14

What impact would this model of a strengthened QTS have on the wider school system?

Qualitative answers only. See main text.

Question 15

Are there any other implications that we should consider, and what are your suggestions for addressing them?

Qualitative answers only. See main text.

Question 16

Do you think that there is a market for specialist NPQs – or similar – for teachers who aspire to other forms of leadership within the school system?

	Total	Percent
Yes, for specialist NPQs	1096	59.18%
Yes, but NPQs are not the right vehicle	300	16.20%
No, there is no need for any additional qualifications	273	14.74%
Do not know	183	9.88%

Question 17

What specialisms should be prioritised?

	Total	Percent
Teacher development	1074	73.31%
Assessment	821	56.04%
Curriculum design	941	64.23%
Other	325	22.18%
Do not know	132	9.01%

Question 18

Do you think there is a market for non-leadership NPQs – or similar – aimed at further developing subject expertise? How should they differ between primary and secondary phases?

	Total	Percent
Yes, there is a market for further subject specialist qualifications	1238	67.61%
No, there is no need for any additional subject specialist qualifications	349	19.06%
Do not know	244	13.33%

Question 19

What additional support should be offered for teachers who work in more challenging schools to undertake further professional qualifications?

Qualitative answers only. See main text.

Question 20

Do you agree that a CPD badging scheme is something that should be developed? What organisations might be best placed to deliver this service?

	Total	Percent
Yes, I strongly agree	424	23.40%
Yes, I agree	605	33.39%
No, I disagree	246	13.58%
No, I strongly disagree	110	6.07%
Do not know	427	23.57%

Question 21

How should government incentivise effective professional development for teachers, particularly in the areas and schools where it is most needed?

	Total	Percent
Clearer entitlements to CPD, including a minimum number of hours of relevant CPD	1154	63.51%
The development of a national CPD framework for early career teachers (post-QTS), similar to that proposed for NQTs	862	47.44%
Ring-fenced funding for CPD in schools where it is most needed	1189	65.44%
The introduction of a personal CPD record	823	45.29%
Other	157	8.64%
Do not know	45	2.48%

Question 22

How can government best support the development of a genuine culture of mentoring in schools?

	Total	Percent
Creation of specialist NPQs that includes focus on mentoring and coaching	984	54.07%
Provide guidance on what effective mentoring looks like	956	52.53%
Collaborate with the Chartered College of Teaching in their work to identify and accredit high-quality mentor programmes	975	53.57%
Fund the provision of high-quality mentor training	1413	77.64%

	Total	Percent
Work with teaching schools to identify how they can help build capacity for mentor development among school leaders	934	51.32%
Build mentoring leadership into the existing NPQ curriculum	841	46.21%
Other	140	7.69%

Question 23

Do you think that a fund to pilot sabbaticals would be a positive step for the profession?

	Total	Percent
Yes, I strongly agree	977	52.27%
Yes, I agree	535	28.62%
No, I disagree	134	7.17%
No, I strongly disagree	53	2.84%
Do not know	170	9.10%

Question 24

What would the impact be for teachers and schools of enabling more teachers to take sabbaticals, providing they are related to their teaching practice?

Qualitative answers only. See main text.

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