Britain at a crossroads: what will it take to provide the teachers our children need?
About Teach First

Teach First is a charity founded in 2002 with a vision to end educational inequality. Since then, with the generous backing of countless partners, we have been seeking out, developing and connecting great teachers and brilliant leaders committed to making a difference. We have been working to create a strong community around schools, and an education environment that recognises the urgency of one of the biggest challenges Britain is facing: unlocking the potential of all children, not just some.

If we don’t succeed, more children will be left behind. But if we do, hundreds more schools will flourish, and thousands more young lives will change, forever.

Report author: Emilie Sundorph
Foreword

When Teach First was founded sixteen years ago few people believed that teaching in a challenging school could become one of the most prestigious career choices for graduates. Today, Teach First is rated the fourth most prestigious graduate route and we have supported over 10,000 talented people to teach children in the communities that need them most. 60% of those we have trained remain in teaching today.

This progress is a source of great pride for us. When it comes to a fairer society, education is critical. And when it comes to improving education, it is all about great teaching and great leadership. But we recognise the need to do more. Pupil numbers are rising and progress towards educational equality is too slow. We need to attract and keep excellent teachers more than ever.

We believe we have a role to play, alongside colleagues entering teaching from other routes and in partnership with the many organisations who care about fairer education. This is why we have launched a new strategy, focusing our efforts where our own distinctive expertise lie: getting great people to the schools who need them most; supporting these people into leadership roles to help the next generation of teachers thrive; and working with our alumni and supporters to mobilise around those schools serving the most disadvantaged communities.

It is not just about Teach First. We will do our bit, but bigger changes need to happen for the entire teaching workforce. To ensure more people feel enticed to join and to stay in teaching, the job must contain the elements widely expected in a modern career. This means that teachers need to get a reasonable work-life balance, including opportunities to work flexibly; need to be offered high-quality professional development; and to receive pay in line with their qualifications and dedication.

If we achieve this as a sector, teaching will become an attractive career option to many people from all walks of life who want to make a difference every day. Only then can we be sure that every child, regardless of background, receives the education they deserve.

Russell Hobby, CEO, Teach First
The UK’s unprecedented challenge: there simply aren’t enough teachers

In England today, there is one teacher leaving the profession for every one that joins. Against this backdrop, the number of secondary pupils is rising rapidly, and not enough people are joining teacher training routes: last year, the number of trainees recruited was 20% below target.¹

This is a situation we cannot afford to accept.

The Government acknowledges the challenge, with the Secretary of State for Education, Rt Hon Damian Hinds MP, stating: "... with rising pupil numbers, and a competitive employment market, I do recognise that employment and retention are difficult for schools – and it is not getting easier."²

Figure 1: Ratio of joiners to leavers in teaching


Meanwhile, many disadvantaged pupils in the UK today are not achieving their potential in education, at the same time as the economy faces the very real prospect of skills shortages post-Brexit. We need more great teachers than ever before.

It’s the children with least who suffer the most

A child in one of the most deprived areas in the country is eight times more likely to attend a secondary school rated inadequate than a child in the least deprived areas.³

By the end of primary school, children from low-income families are 9.4 months behind on average — a gap that grows to 18.4 months by the time they leave secondary education.⁴ This matters. A 2014 government report showed that achieving five A*-C GCSE grades added £80,000 to an individuals lifetime earnings.⁵ Recent research by the OECD showed that in the UK, it can take families on the lowest incomes five generations to reach even average incomes.⁶

A child in one of the most deprived areas in the country is eight times more likely to attend a secondary school rated inadequate than a child in the least deprived areas.

Schools in disadvantaged areas find it harder to recruit teachers. A 2015 survey by the National Audit Office showed that over half of disadvantaged schools quoted difficulties attracting good teachers as a major barrier to improving pupil performance, compared to just a third of schools in affluent areas.⁷ The disparities are particularly evident in shortage subjects, such as physics and maths.⁸

Teachers in these schools are also more likely to leave: one study found that secondary teachers at schools in the most deprived areas were 70% more likely to leave — other things being equal — than those in the most affluent.⁹

The shortage of teachers becomes clear when considering the proportion of schools with vacancies or temporarily filled posts. This figure increased in primary schools from 6.9% in 2015 to 8.1% in 2017, and in secondary schools from 23% to 28%.¹⁰ Research has highlighted the negative impact a high teacher turnover can have on disadvantaged pupils’ attainment,¹¹ not to mention the strain on a school’s resources.
We need to act, right now

Great schools and inspiring teachers can help a child to thrive and change their futures. Evidence has shown that, while home environments matter immensely, what happens in the classroom can be the decisive difference. This is especially true for disadvantaged children, who on average gain 1.5 years’ worth of learning with very effective teachers, compared to 0.5 years with poorly performing teachers.12

Teach First exists to tackle this inequality. We’ve worked with schools, universities and many more partners to train over 10,000 teachers since 2003. Our vision is a day when no child’s education is limited by their background, and we know that high-quality teaching is one of the best ways to level the playing field.

In the decade to 2017, the number of primary and nursery pupils grew by about 16%. While the primary population is expected to plateau, the number of pupils in secondary schools is predicted to grow by 15% from 2018 to 2027. This means 418,000 more pupils in secondary state schools by 2027. It’s a staggeringly high number - more than currently live in the whole of London.13

Figure 2: Number of pupils and teachers in secondary schools

This estimate doesn’t take into account the Government’s emphasis on increasing the participation in particular EBacc subjects, which may increase demand for teachers in shortage subjects even further.16 The Education Policy Institute has predicted that a 78% increase in recruitment of modern foreign language teachers is needed by 2019-20 to meet the Government’s targets.16 The qualifications needed to teach shortage subjects such as science, technology, engineering and maths (STEM) and languages are in short supply across the economy, making competition for these graduates fierce in many sectors, not just teaching. If we don’t solve the challenge of increasing the number of STEM and language teachers we face a circular problem of generations of young people not getting the teachers they need.

An estimated extra 47,000 secondary and 8,000 primary teachers will be needed by 2024, just to maintain current pupil:teacher ratios.14 On average that’s an additional 11 teachers needed in every secondary school.
How can we solve this?

As we hear from our teachers every day, teaching is the most rewarding career of all. But few can sustain motivation from the knowledge alone that they’re making a difference. To overcome the momentous recruitment challenge, teaching must have all the elements of an attractive and modern career, including the chance to achieve a good work-life balance, satisfactory pay and opportunities to develop.

This paper sets out these challenges and is published alongside Teach First’s new organisational strategy. The strategy outlines the contributions we aim to make as a charity with over 15 years’ experience in training and equipping people to teach and lead in the schools that need them most. We’ll release further papers over the coming year, looking at how teaching can become an even more attractive career.

The unavoidable truth: teachers need a better deal

Every individual needs a fulfilling life outside of work, opportunities for professional development, and a fair salary that reflects their expertise and value.

Schools are struggling to provide their teachers with these benefits. They’re struggling to contain the workload of their staff, struggling to create time and find resources for effective Continuing Professional Development (CPD), and struggling to pay teachers in line with comparable professions.

These challenges cannot be overcome by schools, government or anyone else in isolation. We all have a role to play to ensure that the people with the best chance of positively influencing the life chances of children from all backgrounds, feel motivated and able to stay in their jobs. As set out above, Teach First’s strategy outlines our contribution to overcoming the challenge - this paper highlights the concerns all those involved in education must work together to address.

Teaching is a diverse profession, and the reasons for joining, staying and leaving vary widely. Efforts to improve the working environment and conditions for teachers should take this diversity into account. There are areas where the evidence strongly indicates that improvements could persuade many more people to join and result in fewer teachers wanting to change careers.

BIG ISSUE 1. A fair workload, not loads of work

Workload is the first topic in any discussion about the attractiveness of teaching in the UK.

Not only is it significantly higher than in other countries, it is also teachers’ biggest concern. A Department for Education (DfE) survey showed that over 70% of teachers leaving the profession cited workload as the main reason. A survey commissioned by Teach First backs this up, with those teachers considering leaving within the next five years citing excessive workload (76%), stress (69%) and difficulty managing work/life balance (63%) as the key reasons.
In our annual survey of Teach First alumni, 25% cited excessive workload as one of the biggest challenges that need addressing in the education sector. This was surpassed only by the attraction and retention of teachers more generally, as shown in Figure 3.²⁹

Figure 3: The biggest issues to be addressed in education

Reducing workload is a matter of urgency and it’s important that the sector and government test solutions while continuously evaluating impact. We envisage a future with more stable accountability measures and an accessible evidence base allowing teachers to spend less time trialling different initiatives.

Their concern is not unfounded. An analysis of OECD’s 2013 Teaching and Learning International Survey showed that full-time teachers in England worked, on average, over 48 hours a week.²⁰ This was 19% higher than the average of other participating economies, and only surpassed by Japan and Alberta (Canada). A fifth of English teachers reported working 60 hours or more, while OECD’s 2017 Education at a Glance report found that England was one of only six countries where teachers typically spend over 800 hours teaching per year.

One area particularly cited by teachers as a source of unnecessary workload is the ‘excessive detail’ required for data collection, marking and reporting.²¹ We therefore welcome efforts by the DfE and Ofsted to clarify these requirements and we urge that they are applied consistently.

It is also crucial to study in detail which practices support the reduction of workload, before advocating best practice widely. Sharing of these practices and the tools that enabled them will be key to helping schools improve the work/life balance and wellbeing of their teachers. We at Teach First will continue to train leaders to enable this and will conduct in-depth research into schools that are successfully improving the wellbeing of their staff in challenging circumstances.

A fifth of teachers who are considering leaving the profession would be more likely to stay if they had access to quality CPD.

Reducing workload is a matter of urgency and it’s important that the sector and government test solutions while continuously evaluating impact. We envisage a future with more stable accountability measures and an accessible evidence base allowing teachers to spend less time trialling different initiatives.

There are no simple solutions, and reductions in workload should not compromise the quality of education, but it is vital that the workload challenge is overcome if we are to increase levels of retention.

BIG ISSUE 2. Teachers need to progress too

Evidence shows that helping employees to develop throughout their careers supports higher levels of engagement and motivation. Teachers in England currently receive relatively little Continuing Professional Development (CPD), with an average of only four days a year.²² The average in a study of 36 different countries was 10.5 days.²³

According to research we conducted with ComRes, a fifth of teachers who are considering leaving the profession would be more likely to stay if they had access to quality CPD.²⁴ Research carried out for the Wellcome Trust, focusing specifically on the retention of STEM teachers, found that participation in a particular programme of CPD increased the chances of still being in the profession the following year by 160%.²⁵
More broadly, it’s suggested that over 90% of millennials want lifelong learning. In a survey asking businesses what they would do to increase retention, 42% stated they would increase their training offer, closely followed by introducing more flexible working practices (discussed further below). To compete with private employers, schools have to improve their continuous development offer.

**Leadership matters**

There are benefits to CPD beyond recruitment and retention – high-quality training improves teaching and can prepare teachers for leadership positions.

The pipeline of leadership in schools looks increasingly insufficient, and schools in disadvantaged areas are suffering most. Research by the Education Policy Institute shows that Ofsted ratings for leadership and management are less likely to improve, and more likely to deteriorate, in schools in disadvantaged areas.

This is why leadership is a core focus in all Teach First training. Teachers entering the profession through our programmes are seven times more likely to go into senior leadership roles early in their career than those entering through a higher education institution. The focus on leadership continues once participants finish the programme, and initial evaluations of leadership CPD for Teach First alumni suggests that those who take up this offer are over three times more likely to progress to the next leadership level than those who do not. Although the comparison groups for the CPD evaluation are not perfected, and should therefore be interpreted with caution, this is a positive indication of impact. Teach First has also more recently developed Leading Together, a programme for whole leadership teams to assist schools through successful improvement plans.

**Continuing Professional Development**

As for increasing effectiveness in the classroom, a prominent 2015 paper suggested that most teachers stop improving after five years. Yet evidence also suggests that, with the right training and support, teachers can continue to improve. It’s important that the evidence on training is continually consulted. In a recently published book on how to improve the state of the teaching profession in England, it is for example argued that schools should consider cancelling the provision of CPD that doesn’t include any deliberate practice. Teach First is committed to following only evidence-based practice, and we update annually a set of programme principles in line with the latest research.
Schools face obvious challenges in providing some flexible working options. Remote working, for example, is difficult to plan around classroom teaching hours.

Part-time working is adopted more widely, by about a quarter of all teachers. Still, it is estimated a third of flexible working requests in schools are rejected, compared to about one-fifth across the rest of the economy.

The prevalence of other forms of flexible working in schools is unclear, but research into the barriers faced by former teachers wishing to return suggests more needs to be done. Given that work-life imbalance is cited as one of the key reasons for leaving the profession, increased flexible working options could allow more teachers to return, and more to stay.

Much like an improved CPD offer, increasing flexible working opportunities could have positive implications for the future of leadership in schools. This is particularly the case as over 80% of the teaching workforce, and therefore the majority of the leadership pipeline, are women. Research has suggested that for women, flexible working models are among the most important enablers to progress to leadership.

Meanwhile, a NASUWT survey found that four in five female teachers do not think it’s possible to combine flexible working and leadership. If teaching is to remain attractive to future generations and secure a steady source of future leaders, solutions to ensure flexible working must be found.

“There is a pernicious idea that teaching is a “vocation”, which seems to translate as it being a job that you work at endlessly for no thanks and little pay. The tragic thing is the number of teachers who cling to the idea as a badge of honour.”

The commitment and dedication of teachers is undeniable and a cause for celebration. But to attract new recruits and ensure people are able to stay, the deal for teachers has to improve.

The National Audit Office found headteachers cited cost of living as the second biggest barrier to teacher retention.

**Teachers are doing too much for too little**

The motivation to make a difference to children’s lives doesn’t pay the bills. In recent years, teachers have experienced real-terms pay cuts while their hours have increased. In a 2017 National Audit Office survey, headteachers cited cost of living as the second biggest barrier to teacher retention, and salary and benefits the fourth biggest.

To improve recruitment and retention of teachers, pay must compare favourably with similar professions – both in terms of starting salaries and as teachers progress. While the belief that teachers are not motivated by pay persists, a survey of headteachers we conducted (Figure 4) shows that financial incentives are believed to be particularly effective when recruiting teachers. Perhaps more surprisingly, they are also seen as the second-most effective factor when it comes to retaining teachers. Recent research backs this up, suggesting that a 5% salary increase for new STEM teachers could have eliminated the shortage in the four years from 2010 to 2014.
Newly qualified teacher pay starts below £24,000, excluding weighting in or around London. This compares to a median starting salary of £30,000 at the Times Top 100 Graduate Employers. And, according to the latest report by the School Teachers’ Review Body, teacher pay is below the median starting salaries of graduates going into professional occupations everywhere except Inner London, and Yorkshire and Humber. In the East of England and the South East, teacher minimum starting salaries are furthest behind other professions – a full 10% below that of other graduates.

Median salaries for the teaching profession are below those of other professional occupations in all regions – and in some significantly more than others. While starting salaries in Inner London are favourable for teachers, this is where they fall furthest behind overall, by more than 15%.

**Training pay matters too**

A further factor restricting schools’ ability to attract new teachers is the pay of unqualified teachers. This can be as little as £17,200. People who train on paid school-centred training routes, such as Teach First, Schools Direct (salaried) and Now Teach, earn unqualified teacher salaries for one year.

Increasing the pay of unqualified teachers may be a particularly important factor in attracting more career changers to the profession. Over 80% of new teachers over 30 join the profession through school-centred ITT, while 40-50% of 30-49-year olds join through a salaried route (School Direct or Teach First). In other professions that require training up front, from policing to management consultancy, entrants are paid a full starting salary from day one. This reflects that, while they aren’t as qualified as more experienced colleagues, their workload may be equivalent, or even heavier, given the new skills they need to develop.

Expectations of pay, and therefore the challenges a school faces in attracting and retaining teachers, vary according to both region and subject specialism. To attract more people into teaching, the Government has so far implemented a range of bursaries, particularly in shortage subjects. It’s not yet clear to what extent these have had a positive effect.

At Teach First we’re committed to finding policy solutions in all areas that impact teacher wellbeing and motivation, including pay. We’ll continue to research how pay schemes could help overcome shortages, across different subjects and areas.
So where will we find the teachers we need?

There are talented and inspiring professionals in all sectors. Many would consider it as a future career choice. There are also around 250,000 qualified teachers of working age currently not teaching. It means any improvement we make to the day-to-day lives of teachers will not only help them to stay, and appeal to recent graduates – it could also persuade people in other careers that teaching is a great choice.

This is especially important given that the number of graduating students is predicted to decrease at least until the early 2020s. Already, people over 25 make up about half of the annual teacher training intake.

Ex-teachers: a dormant force

Of the 45-50,000 people who start teaching within the state sector every year, approximately one-third are teachers who’ve been away from the classroom. Last year this was 14,500 people.

A significant number of the teachers we train at Teach First return, with more 2003 and 2004 graduates teaching now than in the year after they finished the programme.

While teachers return every year, we simply must do more to appeal to the estimated 250,000 qualified teachers who no longer teach in UK state schools.

But there are significant barriers that prevent teachers returning.

A survey commissioned by the Training and Development Agency for Schools (TDA) in 2011 estimated that at least 16,000 teachers who left the classroom in the five years prior had tried to return, without success. More than one third were under the age of 40, and of secondary teachers, one-third were qualified to teach core shortage subjects – maths, sciences or modern languages. Those wanting to return cited barriers that included a lack of flexible working opportunities and insufficient support to refresh their teaching skills.

Though there have been several initiatives in recent years to attract teachers back, none have been entirely successful and therefore offer little direction. A recent evaluation of the Government’s Return to Teaching programme concluded it was ‘unlikely to have provided value for money’, with a cost of £37,400 per teacher successfully placed back in the classroom and only 4% of the original target reached.

It’s a sobering evaluation when exploring if returning qualified teachers can be a solution to the teacher shortage. It suggests that efforts may need to be tailored to both the individual and the school in question, to ensure that the same obstacles that made people leave teaching do not continue to be a problem. At Teach First we’re launching a pilot to bring back qualified teachers. We know this is an area we need to do more on and are committed to sharing lessons from this.
**Tempting people from other careers**

Teaching also needs to appeal to those who started their careers elsewhere. About 50% of entrants to ITT in 2017 were 25 or over – an increase from just over 40% in 2015. With the right approach, even more people could be persuaded to change careers into teaching. Our research with YouGov suggests that up to 1.1 million people over 25 with degrees would consider teaching. This also suggests that the pool of potential career changer applicants is significantly larger than simply ‘recent graduates’.

Our applicant data also shows a change in the demographics of applicants. The proportion of Teach First applicants aged over 30 more than doubled between 2015 and 2017, from 5% to 11%. Where prior careers are known, work in education is the most common background, particularly teaching assistant roles.

Teaching assistants have often already proved that they have the potential to become quality teachers. For this reason we have launched a Teaching Assistant Fast Track route onto our programme, for those who have been recommended by the headteacher at their school.

The second biggest group, representing around one in six, came from managerial roles. A wide group of people are interested in teaching, often with skills from other professions that can be useful to schools. They are commonly united by a common desire for a role with greater meaning to them.

Many of the barriers preventing people teaching may be particularly salient for career changers.

Qualitative research we commissioned showed that a loss of income, or the potential cost of training, is one of the main barriers to changing careers into teaching. A huge level of interest was also expressed towards opportunities for flexible working, particularly job shares or working four days a week. More specific to career changers was a desire to utilise previous experience and skills, and be shown ways to do so.

While these barriers are significant, the rewards can be great. New teachers from other professions bring their diverse experience to the classroom and the staff room, complementing other teachers well, as seen in the example below.
CASE STUDY. Army peacekeeping skills prove useful in the playground

The value of having a variety of experiences and perspectives in the classroom can be hard to measure. But hearing from teachers who have made the transition from another career, it becomes clear that unique insights from other sectors can be a massive help in the classroom.

Clive Hill spent seven years in the military as a mechanical engineer before starting work in the logistics and transport sector. While working as the transport manager for a major UK company, he went through challenging personal circumstances and began to want something different from his working life.

“Work was putting unreasonable demands on me, and when I went back after my son had had an operation, I realised I didn’t want to work there anymore. So I quit. I had told my friend who works for the Department for Education that I was sick of going to work, and that I missed the drive that came with rebuilding communities as I had done on military tours in the Balkans.”

His friend suggested he become a teacher, but the barriers seemed insurmountable. “I didn’t just need a degree, universities would not even accept my entry qualifications because they were trade qualifications. But every time I came up with an excuse my friend came up with the route that could help me, and I just ran out of excuses.”

“At the time I was watching Tough Young Teachers [documentary about new Teach First teachers]. Before even going to university, I knew that Teach First would send me to the kind of schools and kids that would get the most out of my experience.”

Clive also considered joining other public services, such as the police, but it didn’t take long to settle on teaching. “I knew that teaching was the role in which I could make the most difference. In teaching I’m getting to individuals before they get involved with the police. I’m in a position where I can have frank conversations with students to ensure they understand what their actions can lead to, before any other services need to get involved.”

Having now finished his degree and Teach First training, and spent a year teaching science in Merrill Academy in Derby, Clive can pinpoint several ways his previous career experience has made a difference to his life in the classroom.

“People joke about it, but the peacekeeping skills I gained in the army are actually directly applicable in schools. If you have a large group of Year 7s having a water fight and you need them split, it really helps being able to confidently walk in and deal with that. I’ve seen more experienced teachers have less confidence when dealing with those types of situations, but when you’re used to dealing with serious crises nothing in a school fazes you.”

Clive’s experience, particularly in the logistics sector, taught him how to effectively manage people. Managing a classroom isn’t necessarily that different.

“What’s important is to manage people honestly. If you are open and admit your own mistakes, people are more willing to help you out, and be genuine about their own mistakes. It’s when they see you’re human that you can build relationships.”
In summary

For too long we’ve relied on extraordinary levels of commitment from teachers across the country. To ensure that these teachers stay motivated and that more people want to join them, teaching must become an increasingly competitive career choice. They need an offer reflecting the critical, inspirational role they play in society. Schools must have the resources to be modern workplaces that continue to develop employees throughout their careers, while allowing life beyond work. A vital part of this will be reducing overall workload and paying teachers a salary that reflects their efforts, qualifications and role in preparing the coming generations for life beyond school.

Teaching is already one of the most life affirming and positive professions in the world, and by implementing changes that could make it even better, we would be ensuring the best possible future for all children in the UK.

References

1. David Foster, Teacher recruitment and retention in England, House of Commons Library, 2018. The two subjects where targets were exceeded were history and physical education.


3. Ofsted, School inspections and outcomes: management information, 2018. The most deprived areas are defined as those in the bottom quintile of IDACI (Income Deprivation Affecting Children Index).


5. Hugh Hayward et al., The economic value of key intermediate qualifications: estimating the returns and lifetime productivity gains to GCSEs, A levels and apprenticeships, Department for Education, 2014.


12. The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK – interim findings, 2011.
The profession.

February 2018. 316 teachers said they were considering leaving the profession.

Retention: do National STEM Learning Network professional development courses keep science teachers in the classroom?

Institute, 2016.


Furthermore, it has been observed that working options, research finds, Recruitment International, 2018 and NASUWT, Flexible working: The Experiences of Teachers, 2017.

Will Hazell, Exclusive: England needs 47,000 extra secondary teachers, TES, 6 April 2018.

See for example: Rebecca Allen, How many language teachers would we need to reach the Conservatives’ 75% EBacc target?, FFT Education DataLab, 22 May 2017.

Peter Sellen, Teacher workload and professional development in England’s secondary schools: insights from TALIS, Education Policy Institute, 2016.

Ibid.

ComRes survey of 800 teachers in Great Britain carried out between 6 and 23 February 2018. 316 teachers said they were considering leaving the profession.

Teach First Ambassador Survey Analysis, 2018.

Teach First Ambassador Survey Analysis, 2018.

Peter Sellen, Teacher workload and professional development in England’s secondary schools: insights from TALIS, Education Policy Institute, 2016.

Ibid.

ComRes survey of 800 teachers carried out between 6 and 23 February 2018. 316 teachers said they were considering leaving the profession.

2018.

Peter Sellen, Teacher workload and professional development in England’s secondary schools: insights from TALIS, Education Policy Institute, 2016.

Ibid.

ComRes survey of 800 teachers carried out between 6 and 23 February 2018. 316 teachers said they were considering leaving the profession.


2016.

Handpicked and high-flying, Bain & Company, 2016.

Rebecca Allen and Sam Sims, The Teacher Gap, 2018

Jennifer Barker, Does CPD have a positive effect on teacher development?, 2018.

Teach First, School Pathways CPD 2015/16 Impact Evaluation.

Teach First, Leading Together: Why supporting school leadership matters, 2018.


Jennfer Barker, Does CPD have a positive effect on teacher development?, 2018.

Rebecca Allen and Sam Sims, The Teacher Gap, 2018

Teach First, Programme Principles.

See for example: Rebecca Wilson, 70% of millennials want flexible working options, research finds, Recruitment International, 2018 and Patricia Buhler & Nicole Evans, Will Gen Z Want to Work for You?, Human Resource Executive, 2018.


Mark Enser, To fix the workload problem, we have to stop being our own worst enemy, TES, 22 June 2017.

Jude Hillary, Joana Andrade and Jack Worth, Teacher Retention and Turnover Research: How Do Teachers Compare To Nurses And Police Officers?, 2018.

National Audit Office, Retaining and developing the teaching workforce, 2017.


National Education Union, Pay scales 2018-9. Academies and free schools are not legally required to implement national pay scales.


Ibid., Fig. 8.

YouGov Analysis of the market size and profile of career changers for Teach First, February 2018.


Alix Robertson, Teach Firsters return to the classroom ten years on, Schools Week, 14 July 2018.


Welcome Trust, Response to House of Commons Education Select Committee: Attracting, training and retaining the best teachers, 2011


YouGov Analysis of the market size and profile of career changers for Teach First, February 2018.
