

Results of the newly qualified teacher survey 2010

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## Executive summary

### Introduction

From February to May 2010, the Training and Development Agency for Schools (TDA) surveyed newly qualified teachers (NQTs) who had successfully completed their initial teacher training (ITT) in England during the 2008/09 academic year.

The survey questionnaire (appendix 1) was mailed to approximately 31,700<sup>1</sup> NQTs registered with the General Teaching Council for England (GTCE). The survey asked them to:

- assess the quality of their initial teacher training in a number of key areas;
- identify any pre-ITT activities they took part in and evaluate their importance in helping them make an informed decision about becoming a teacher;
- tell us about their induction experiences;
- tell us about their current employment circumstances; and
- tell us about their training experience if they had an impairment, disability, learning difficulty or mental health difficulty<sup>2</sup>.

A summary of the key findings is included in this report. More detailed analyses of the results are available online at <http://dataprotection.tda.gov.uk/public>. Provider level reports will also be available on this site from September 2010.

Around 12,500 NQTs completed and returned their questionnaires, a response rate of 39 per cent. The NQTs who responded were broadly representative of the total NQT population (approximately 33,500) who were awarded qualified teacher status (QTS) in 2008/09, although a higher proportion of primary trained NQTs responded and a lower proportion of male NQTs responded.

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<sup>1</sup> Not all NQTs are registered with the GTCE. NQTs teaching in a maintained school in England must be registered with the GTCE.

<sup>2</sup> A detailed analysis of the disability questionnaire is available in a separate report.

## Key findings

### In the primary sector

- Eighty-four per cent of primary trained NQTs gave a very good or good rating when asked about the overall quality of their training; this was one percentage point below the ratings of the previous year's NQTs.
- Three questions received higher<sup>3</sup> ratings than last year. These related to NQTs':
  - preparation to teach phonics;
  - understanding of the primary national strategy; and
  - understanding of the role of the teacher in relation to 'Every child matters'.
- Responses to fifteen questions remained unchanged compared with last year.
- In addition to the overall quality question, the responses to seven other questions were rated lower<sup>4</sup> than in last year's survey. These related to NQTs':
  - assessment and feedback they received during their training;
  - knowledge, skills and understanding to use information and communications technology in their subject teaching;
  - understanding how to monitor, assess, record and report learners' progress;
  - preparation to begin their statutory induction period;
  - preparation to use the career entry and development profile;
  - preparation to share responsibility for their continuing professional development; and
  - preparation to take the professional skills test.

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<sup>3</sup> A difference statistically significant at the 95 per cent level

<sup>4</sup> A difference statistically significant at the 95 per cent level

## In the secondary sector

- Eighty-seven per cent of secondary trained NQTs rated the overall quality of their training as very good or good (a similar rating to last year).
- Three questions received higher<sup>5</sup> ratings than last year. These related to NQTs':
  - preparation to teach learners of different abilities;
  - preparation for their teacher's statutory responsibility for the welfare and safeguarding of children and young people; and
  - understanding of their role in relation to 'Every child matters'.
- Responses to twenty questions showed no significant change compared to last year's survey.
- Two questions received lower<sup>6</sup> ratings than last year. These included NQTs':
  - preparation to begin their statutory induction period; and
  - preparation to use the career entry and development profile.

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<sup>5</sup> A difference statistically significant at the 95 per cent level

<sup>6</sup> A difference statistically significant at the 95 per cent level

## Primary sector analysis

This section contains an analysis of the responses to the NQT survey 2010 from 6,235 primary trained NQTs. Throughout this section the term 'primary trained NQTs' refers to respondent NQTs who were trained on primary ITT courses and does not necessarily reflect the phase they are teaching. Detailed analyses of responses to each question are included in figures 101 and 102 in appendix 2.

For questions related to the quality of training, respondents were given four options: very good, good, satisfactory and poor. The measure we have used throughout this report is the number of very good and good responses expressed as a percentage of the total number of valid responses. Analysing statistically significant changes in comparison to last year's survey, and taking into account year on year trends, the key findings of the NQT survey 2010 are as follows:

### Overall quality of Training

Primary trained NQTs were asked to rate the ***overall quality of their training*** (graph 1). Eighty-four per cent of respondents rated it as very good or good; a lower rating compared to last year.

Analysis of the 2010 primary responses to this question showed that:

- SCITT provision continues to achieve the highest rating (94 per cent of very good and good responses).
- Undergraduate courses were still rated more highly than postgraduate courses (85 per cent compared with 83 per cent of very good and good responses), although the ratings were much closer than last year (89 and 83 per cent respectively).
- NQTs aged 25 and under gave higher ratings (86 per cent of very good and good responses) compared with older NQTs (83 per cent for NQTs aged 35 to 34; 80 per cent for NQTs aged 35 to 44; and 78 per cent for NQTs aged 45 and over).

Graph 1 (primary)

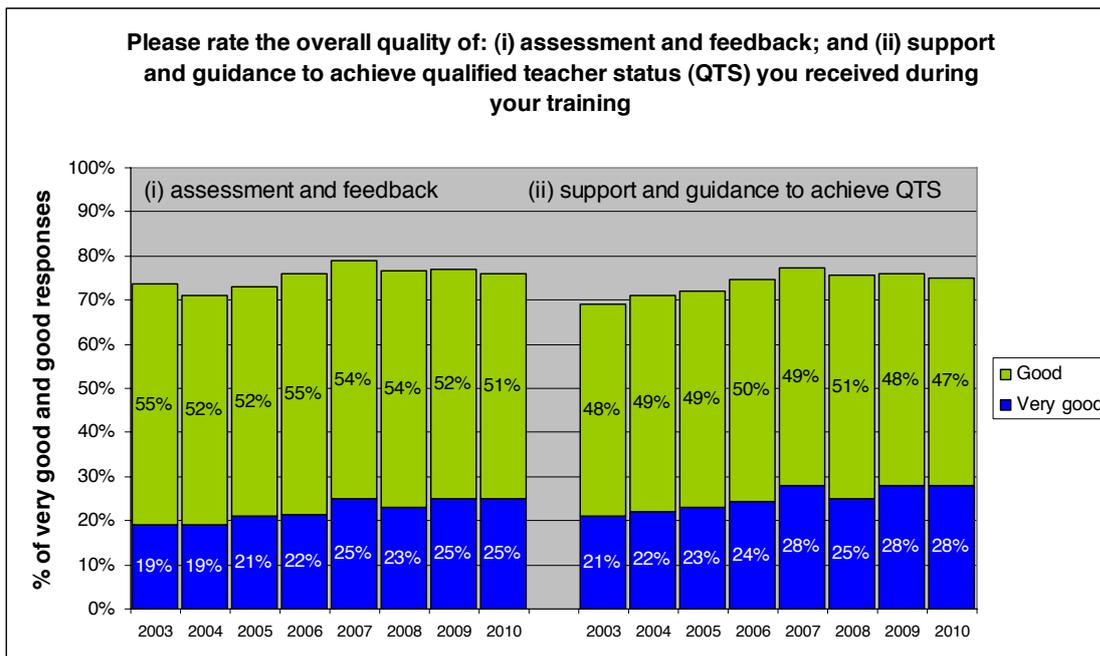


Primary trained NQTs were also asked to rate the **overall quality of assessment and feedback** they received during their training, and the **support and guidance to achieve qualified teacher status** (graph 2). The ratings were 76 per cent (of very good and good responses) for assessment and feedback - down on last year, and 75 per cent (of very good and good responses) for support and guidance – not significantly different from last year.

Postgraduate trained NQTs rated both these aspects of their training above undergraduate trained NQTs (78 per cent compared with 73 per cent for assessment and feedback, and 76 per cent compared with 73 per cent for support and guidance).

NQTs trained on employment-based routes also rated these aspects of their training above the sector average (82 per cent for assessment and feedback and 79 per cent for support and guidance).

Graph 2 (primary)

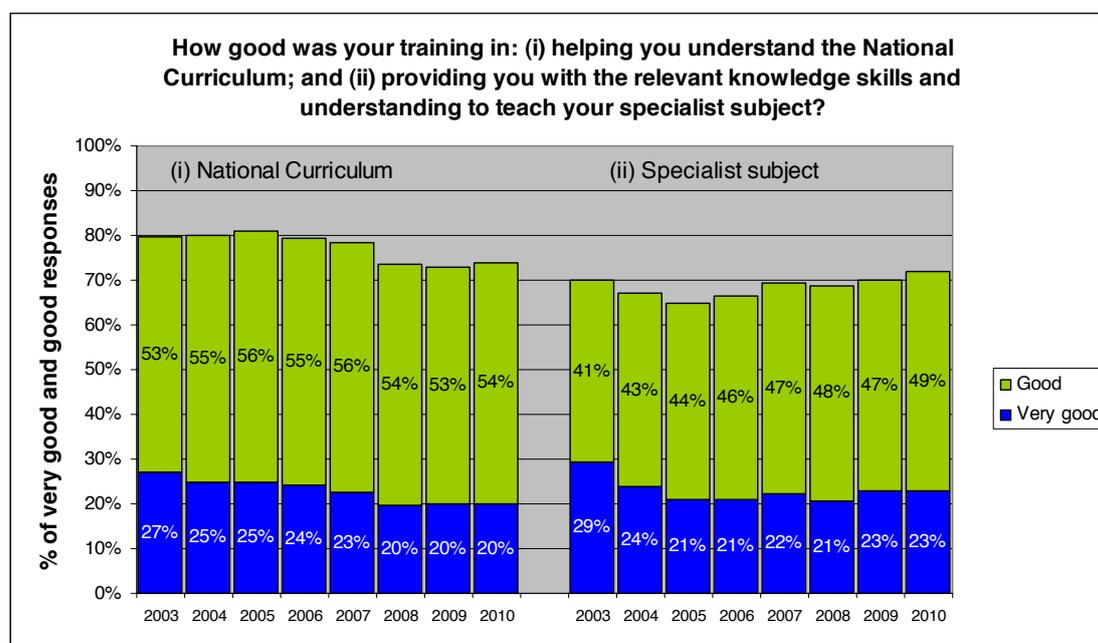


## Subject knowledge

Seventy-four per cent of primary trained NQTs rated their ***understanding of the National Curriculum*** as very good or good; a small increase on last year but not statistically significant. Primary undergraduate trained NQTs rated this aspect of their training higher than postgraduate trained NQTs (80 per cent compared with 70 per cent of very good and good responses).

Seventy-two per cent of primary trained NQTs rated their ***preparation to teach their subject specialism*** as very good or good; a small increase on last year (70 per cent, but not statistically significant), and the continuation of a six year positive trend. Primary undergraduate trained NQTs rated this aspect of their training higher than postgraduate trained NQTs (79 per cent compared with 66 per cent of very good and good responses).

Graph 3 (primary)



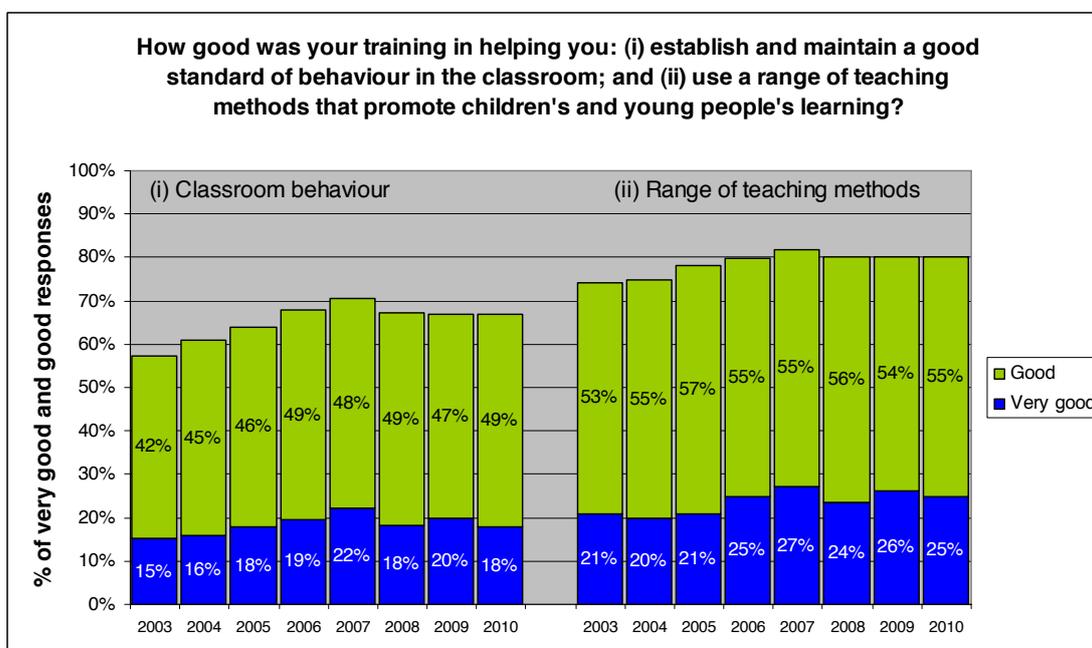
## Teaching and learning

Primary trained NQTs were also asked how good their training was in providing them with the knowledge skills and understanding **to use information and communication technology (ICT) in their subject teaching**. Sixty-four per cent of NQTs rated this aspect of their training as very good or good compared with 66 per cent in the previous year. NQTs trained on undergraduate routes rated this aspect of their training higher than those trained on postgraduate routes (67 per cent compared with 62 per cent of very good or good responses).

Primary trained NQTs' views on how well their training prepared them **to establish and maintain a good standard of behaviour in the classroom** remained unchanged from the two previous years, with 67 per cent of NQTs rating this as very good or good (graph 4). NQTs trained on EBITT programmes rated this aspect of their training above the sector average (80 per cent compared with 67 per cent).

Similarly, NQTs' views on **using a range of teaching methods** remained unchanged from the previous two years with 80 per cent of NQTs rating this aspect of their training as very good or good. NQTs trained on EBITT programmes rated this aspect of their training above the sector average (83 per cent compared with 80 per cent).

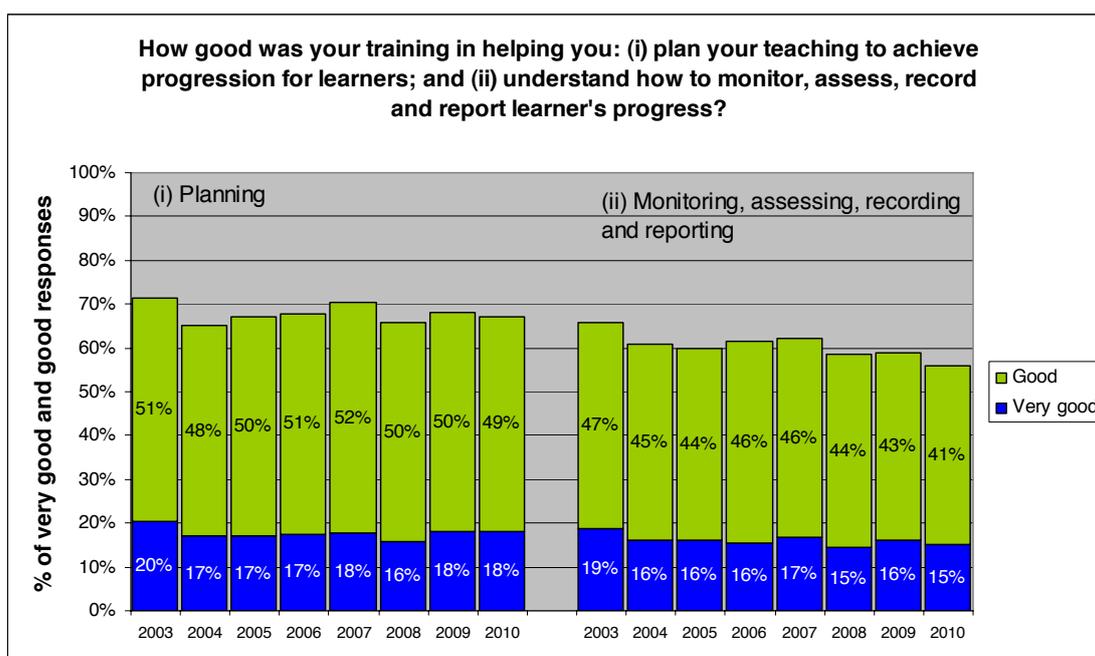
Graph 4 (primary)



Sixty-seven per cent of primary trained NQTs' rated their preparation to **plan their teaching to achieve progression for learners** as very good or good; a small decrease on last year, but at 68 per cent not statistically significant (graph 5). NQTs trained on undergraduate routes rated this aspect of their training higher than those trained on postgraduate routes (80 per cent compared with 64 per cent of very good or good responses). NQTs trained on EBITT programmes rated this aspect of their training significantly above the sector average (72 per cent compared with 67 per cent).

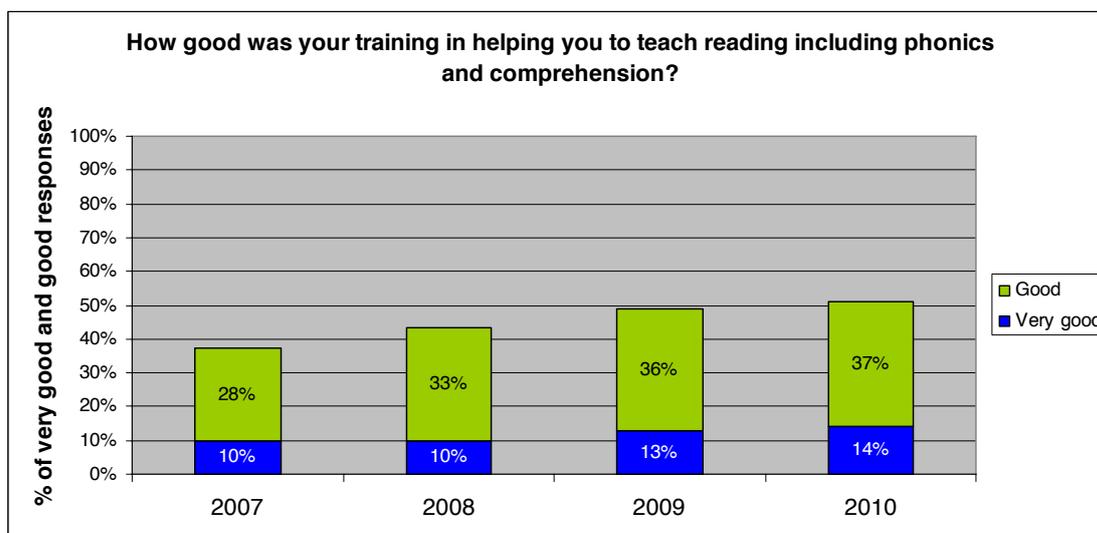
When asked how their training **helped them to understand how to monitor, assess, record and report learners' progress**; 56 per cent of primary trained NQTs rated this aspect of their training as very good or good compared with 59 per cent in the previous year (graph 5). NQTs trained on EBITT programmes rated this aspect of their training above the sector average (65 per cent compared with 56 per cent).

Graph 5 (primary)



Primary trained NQTs were asked to rate the quality of their training in **preparing them to teach reading, including phonics and comprehension** (graph 6). Fifty-one per cent of NQTs gave a very good or good response compared with 49 per cent last year. Postgraduate trained NQTs rated this aspect of their training higher than undergraduate trained NQTs (53 per cent compared with 48 per cent of very good or good responses). NQTs trained on EBITT programmes rated this aspect of their training above the sector average (63 per cent compared with 51 per cent).

**Graph 6 (primary)**



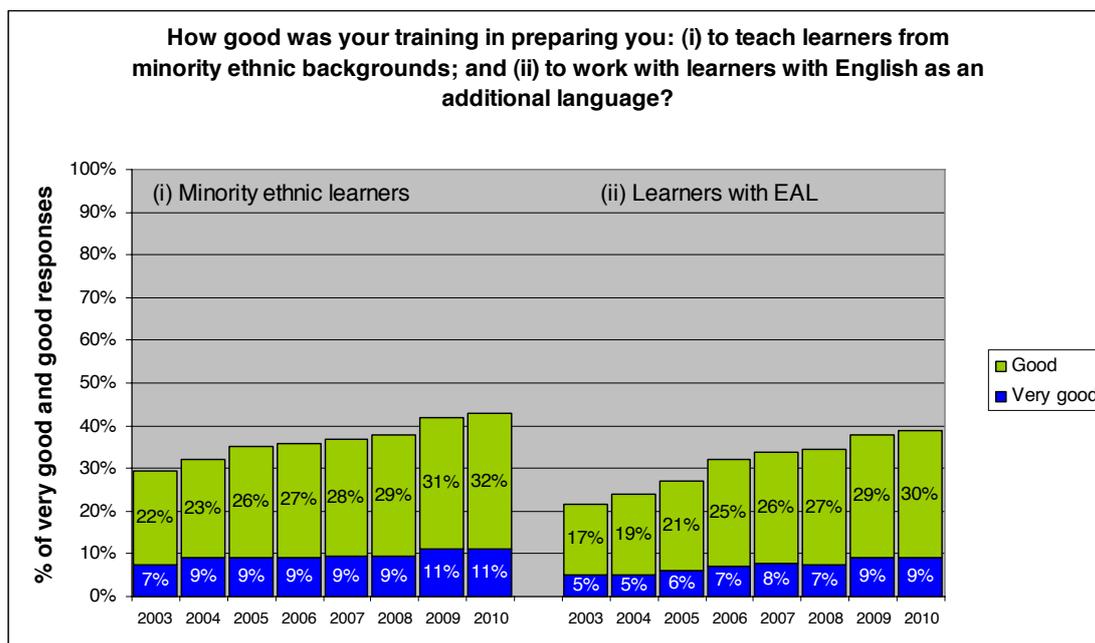
## Diversity

Graph 7 shows that primary trained NQTs rated their preparation to work with **learners from minority ethnic backgrounds** and **learners with English as an additional language** higher than in the previous years. Although this year on year difference is not statistically significant, the data does suggest a continuing positive improvement in these two aspects of training.

Postgraduate trained NQTs rated these two aspects significantly higher than undergraduate trained NQTs (44 per cent compared with 39 per cent of very good or good responses to the minority ethnic learners question, and 41 per cent compared with 37 per cent of very good or good responses to the EAL question).

NQTs trained on employment-based programmes also rated these two aspects of training above the sector average (50 per cent compared with 43 per cent of very good or good responses to the minority ethnic learners question, and 47 per cent compared with 39 per cent of very good or good responses to the EAL question).

**Graph 7 (primary)**

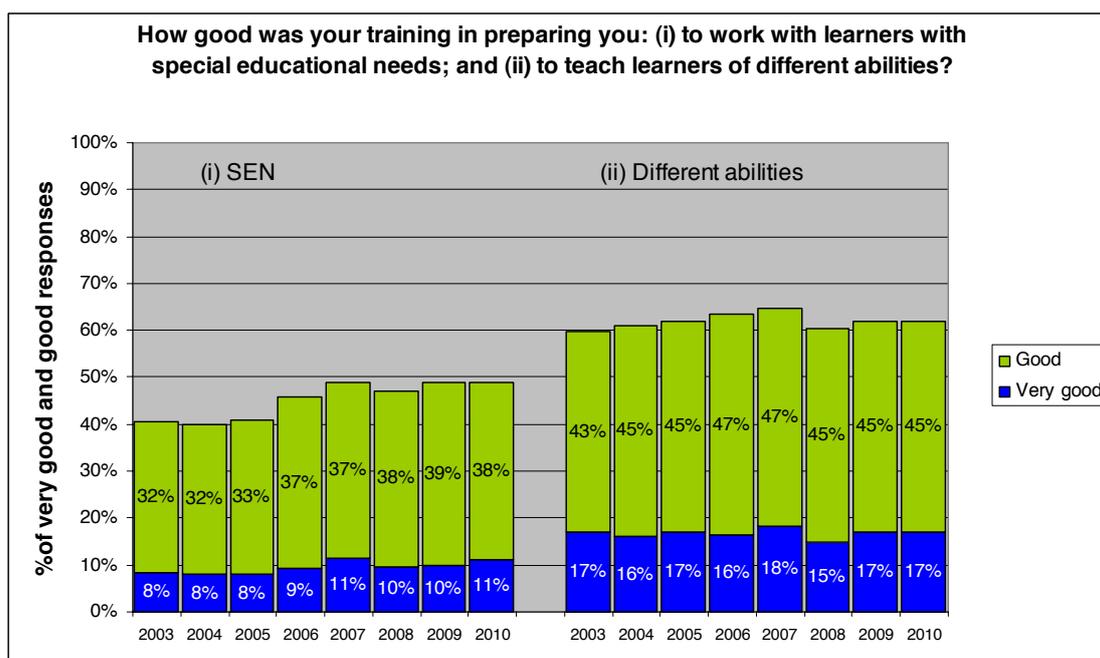


There was no change in the way that primary trained NQTs rated their preparation **to work with learners with special educational needs** or **teach learners of different abilities** (graph 8).

However, NQTs trained on undergraduate programmes rated these two aspects of their training higher than those trained on postgraduate programmes (52 per cent compared with 47 per cent of very good and good responses to the SEN question and 64 per cent compared with 60 per cent of very good and good responses to the question about learners with different abilities).

NQTs trained on employment-based programmes rated these two aspects of their training above the sector average (61 per cent compared with 49 per cent of very good and good responses to the SEN question and 70 per cent compared with 62 per cent of very good and good responses to the question about learners with different abilities).

**Graph 8 (primary)**



## The role of the teacher

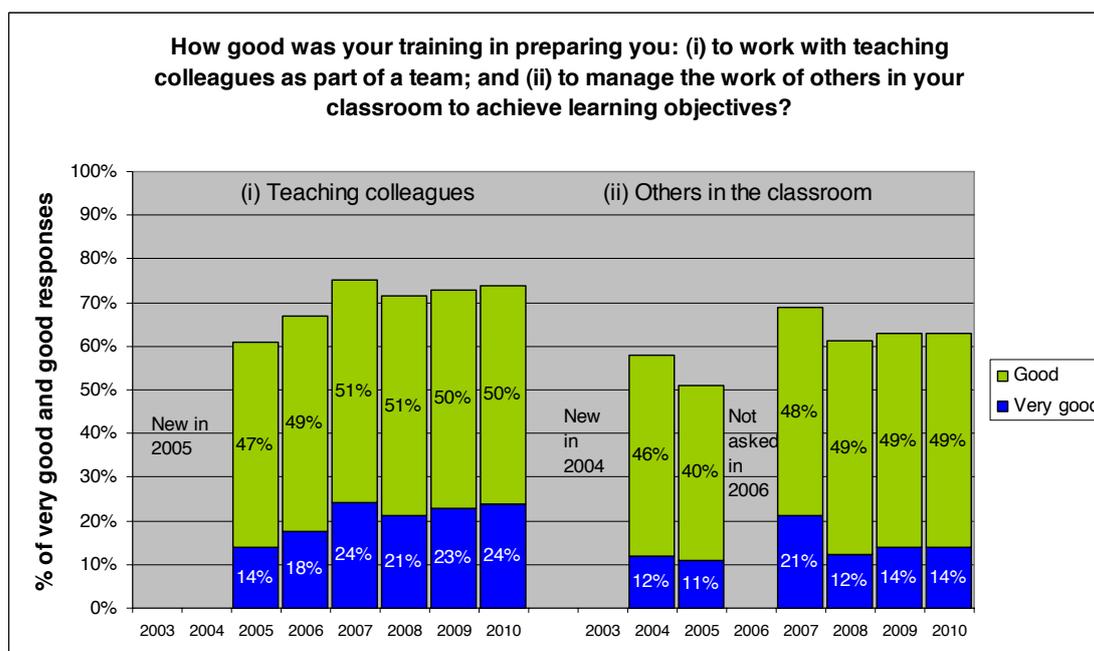
Seventy-four per cent of primary trained NQTs gave a very good or good rating when asked how well their training prepared them to **work with teaching colleagues as part of a team** (graph 9); an increase on the previous year (although not a statistically significant year on year change) and a continuation of a positive trend.

There was no change in NQTs' responses to the question relating to their preparation to **manage the work of others in the classroom** (63 per cent of NQTs gave a very good or good response to this question).

Undergraduate trained NQTs rated these two aspects of their training higher than postgraduate trained NQTs (76 per cent compared with 72 per cent of very good or good responses to the question about working with teaching colleagues, and 66 per cent compared 60 per cent of very good or good responses to the question about managing the work of others in the classroom).

NQTs trained on employment-based programmes rated these two aspects of their training above the sector average. (80 per cent compared with 74 per cent of very good or good responses to the question about working with teaching colleagues, and 68 per cent compared with 63 per cent of very good or good responses to the question about managing the work of others in the classroom).

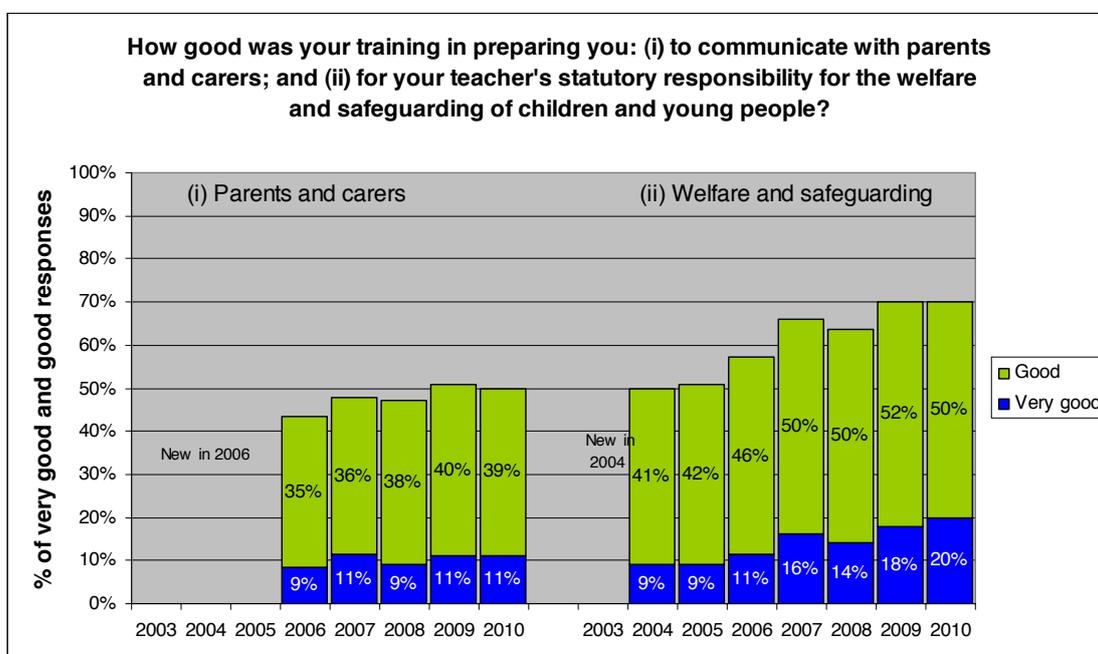
Graph 9 (primary)



The survey also asked NQTs about their preparation to **communicate with parents and carers** and their preparation for their **statutory responsibility for the welfare and safeguarding of young people** (graph 10). In response to the former question, 50 per cent of NQTs rated their preparation as very good or good compared with 51 per cent last year (not a statistically significant change). For the latter question, 70 per cent of NQTs rated their preparation as very good or good (a similar response to last year).

NQTs trained on employment-based programmes rated these two aspects of their training above the sector average (67 per cent compared with 50 per cent of very good or good responses to the question about communicating with parents and carers, and 79 per cent compared with 70 per cent of very good or good responses to the question about welfare and safeguarding).

**Graph 10 (primary)**



## Induction, career entry and development profile (CEDP), and continuing professional development (CPD)

Primary trained NQTs were asked how well their training prepared them to begin their **statutory induction period** and use the **career entry and development profile** (graph 11).

Fifty-one per cent of NQTs rated the former as very good or good compared with 54 per cent last year. Thirty-seven per cent of NQTs rated the latter as very good or good compared with 43 per cent last year.

Postgraduate trained NQTs rated these two aspects of their training higher than undergraduate trained NQTs (53 per cent compared with 48 per cent of very good or good responses to the question about induction, and 39 per cent compared 34 per cent of very good or good responses to the question about the career entry and development profile).

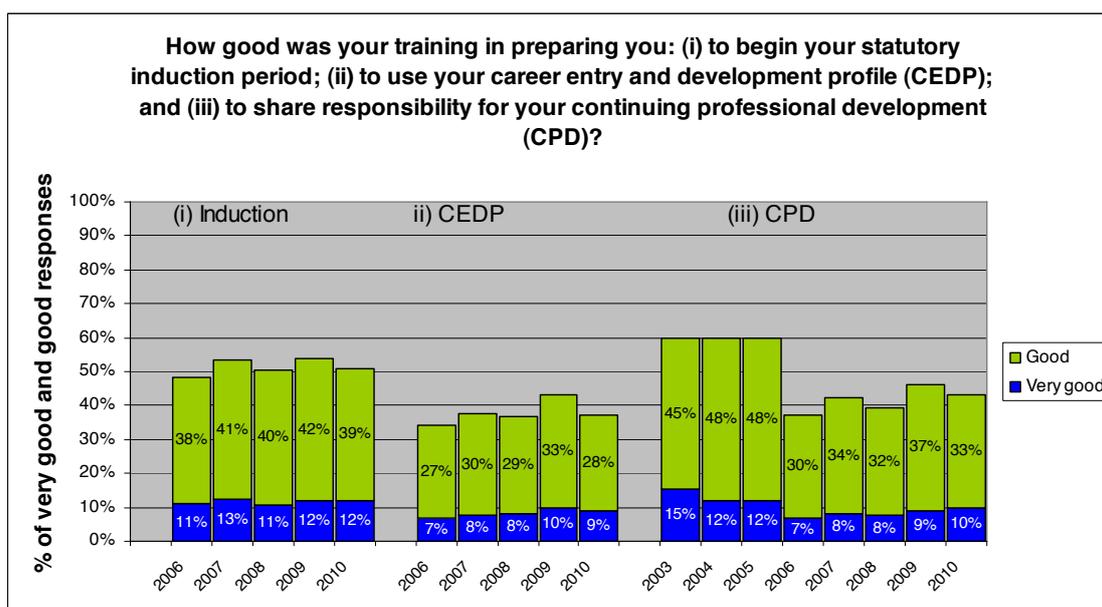
NQTs trained on employment-based programmes rated these two aspects of their training significantly above the sector average (66 per cent compared with 51 per cent of very good or good responses to the question about induction, and 49 per cent compared with 37 per cent of very good or good responses to the question about the CEDP).

The NQTs were also asked how well their training had prepared them for their **continuing professional development (CPD)** and 43 per cent rated this aspect of their training as very good or good compared with 46 per cent last year.

Postgraduate trained NQTs rated this higher than undergraduate trained NQTs (45 per cent compared with 39 per cent of very good and good responses).

NQTs trained on employment-based programmes rated this aspect of their training significantly above the sector average (56 per cent compared with 43 per cent of very good or good responses).

**Graph 11 (primary)**



## Secondary sector analysis

This section contains an analysis of responses to the NQT survey 2010 from approximately 6,100 secondary (including key stage 2/3) trained NQTs. Throughout this section the term 'secondary trained NQTs' refers to respondent NQTs who were trained on secondary and key stage 2/3 ITT courses, and it does not necessarily reflect the phase they are teaching. Detailed analyses of responses to each question are included in figures 201 and 202 in appendix 2.

For questions relating to the quality of training, respondents were given four options: very good, good, satisfactory and poor. The measure we have used throughout the report is the number of very good and good responses expressed as a percentage of the total number of valid responses. Analysing statistically significant changes in comparison with the previous year's survey, the key findings of the NQT survey 2010 are as follows:

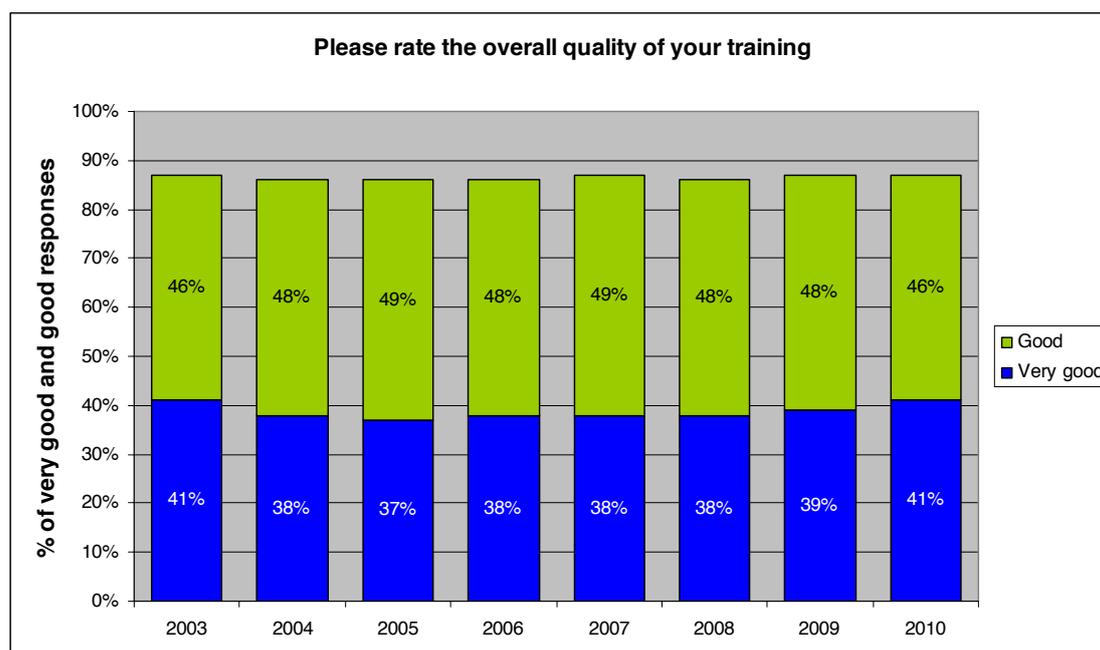
### Overall quality of training

Secondary trained NQTs were asked to rate the **overall quality of their training** (graph 14). Eighty-seven per cent of respondents rated it as very good or good, a similar response to last year.

Analysis of the responses from secondary trained NQTs to this question showed the following:

- There was no significant differences between the ratings given by NQTs on HEI, SCITT or Employment-based routes
- There was no significant differences between the ratings given by female NQTs and male NQTs
- Ninety-one per cent of NQTs aged under 25 rated their training as very good or good compared with 77 per cent of NQTs aged 45 and over

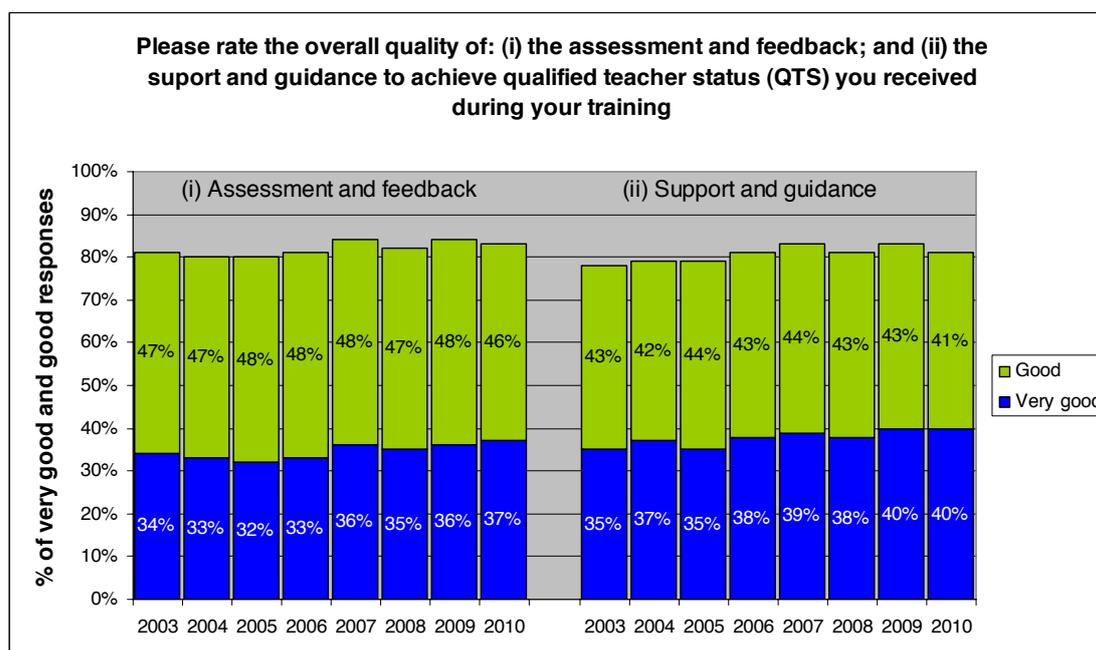
Graph 14 (secondary)



Secondary trained NQTs were also asked to rate the **overall quality of the assessment and feedback** and **support and guidance to achieve QTS** they received during their training (graph 15). NQTs' rating for both questions were lower (although not statistically significant) than last year (83 per cent compared with 84 per cent of very good or good responses for the assessment and feedback question and 81 per cent and 83 per cent of very good or good responses for the support and guidance question).

NQTs trained on employment-based programmes rated their assessment and feedback significantly above the sector average (85 per cent compared with 83 per cent of very good or good responses).

Graph 15 (secondary)

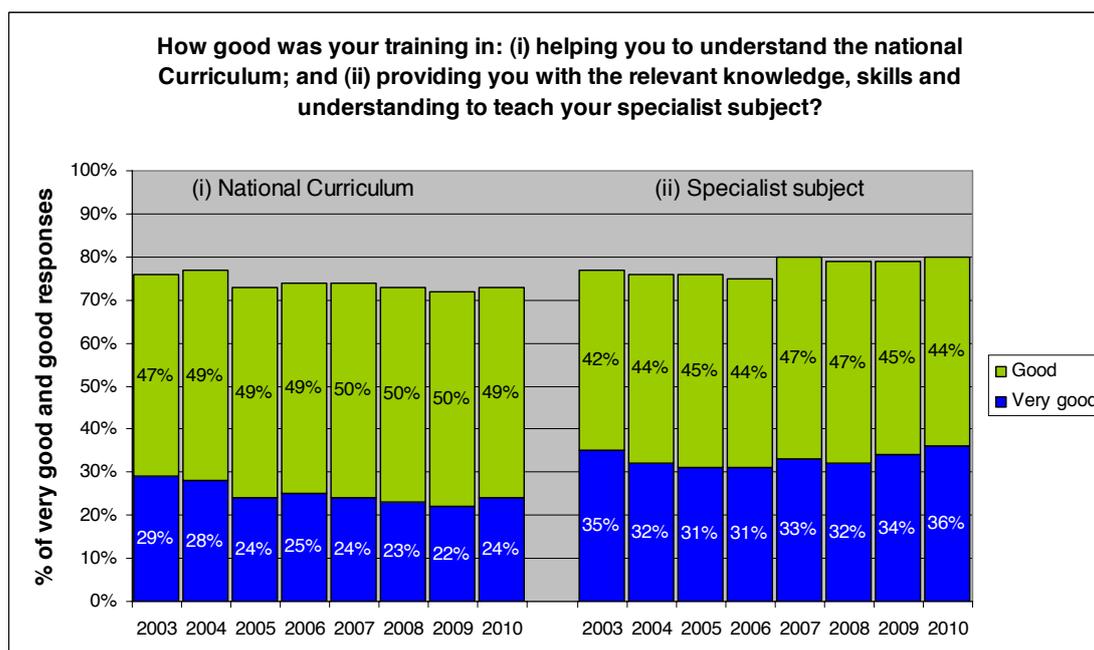


## Subject knowledge

Seventy-three per cent of NQTs rated their training as very good or good in helping them *understand the National Curriculum* and 80 per cent in providing them with the *relevant knowledge, skills and understanding to teach their specialist subject* (graph 16). Although not statistically significant these are an improvement to last year's ratings (72 and 79 per cent respectively).

NQTs trained on employment-based programmes rated these aspects of their training below the sector average (68 per cent compared with 73 per cent of very good or good responses for the National Curriculum question and 74 per cent compared with 80 per cent of very good or good responses for the specialist subject question).

Graph 16 (secondary)

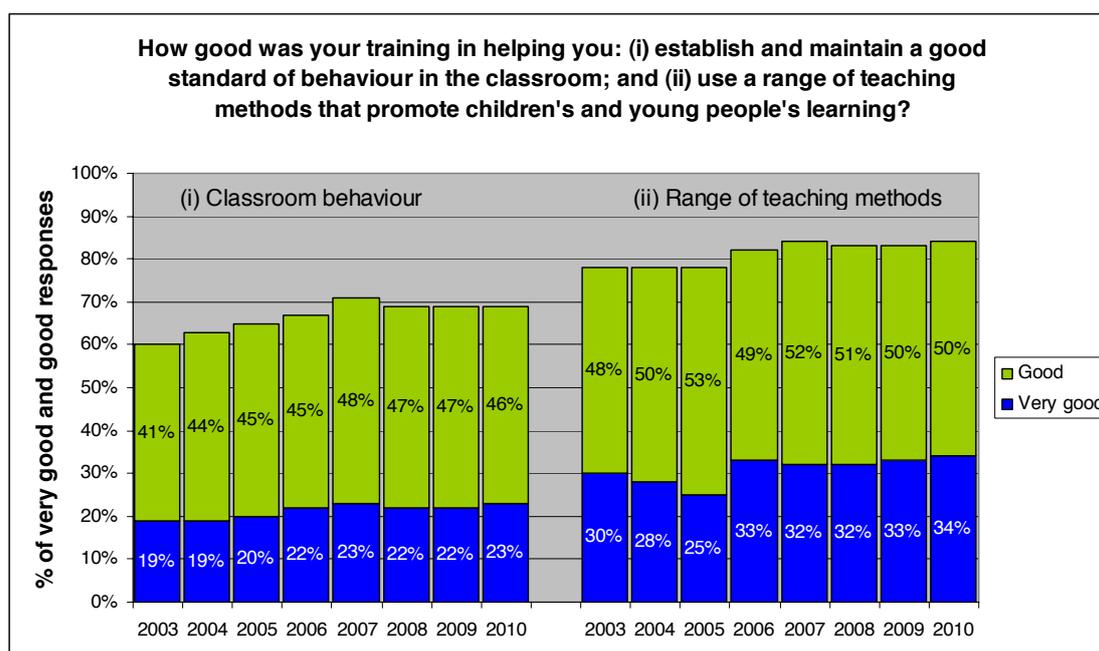


## Teaching and learning

NQTs were also asked how good their training was in helping them to **establish and maintain a good standard of behaviour in the classroom** and **use a range of teaching methods** (graph 17). Sixty-nine per cent of secondary trained NQTs, a similar rating to last year, responded very good or good to the behaviour question, and eighty-four per cent (compared with 83 per cent last year) to the teaching methods question (a small increase although not statistically significant).

Secondary NQTs trained on employment-based routes rated their training in helping them to **establish and maintain a good standard of behaviour in the classroom** significantly above the sector average (77 per cent of very good or good responses compared with the sector average of 69 per cent. Their responses to the question on teaching methods were below the sector average although the difference was not statistically significant. (82 per cent of very goods or goods compared with 84 per cent last year).

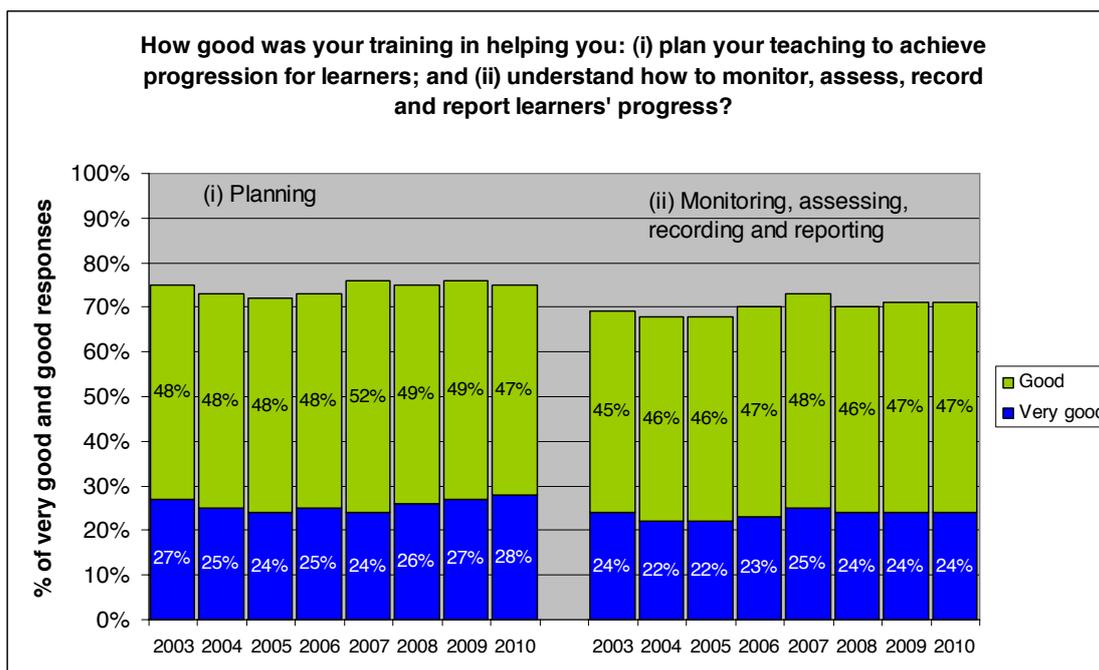
Graph 17 (secondary)



Secondary trained NQTs responded to the questions about their preparation to **plan their teaching to achieve progression for learners** and **monitor, assess, record and report learners' progress** (graph 18) in a similar way to last year. Seventy-five per cent per cent of very good or good responses compared with 76 per cent last year (not statistically significant) to the planning question, and no change in responses to the monitoring and assessment question (71 per cent of very good and good responses).

In relation to the planning question there was no change in the way secondary NQTs trained on employment-based routes rated their training. However, in relation to the monitoring question the responses were significantly above the sector average (76 per cent of very goods or goods compared with 71 per cent last year).

Graph 18 (secondary)

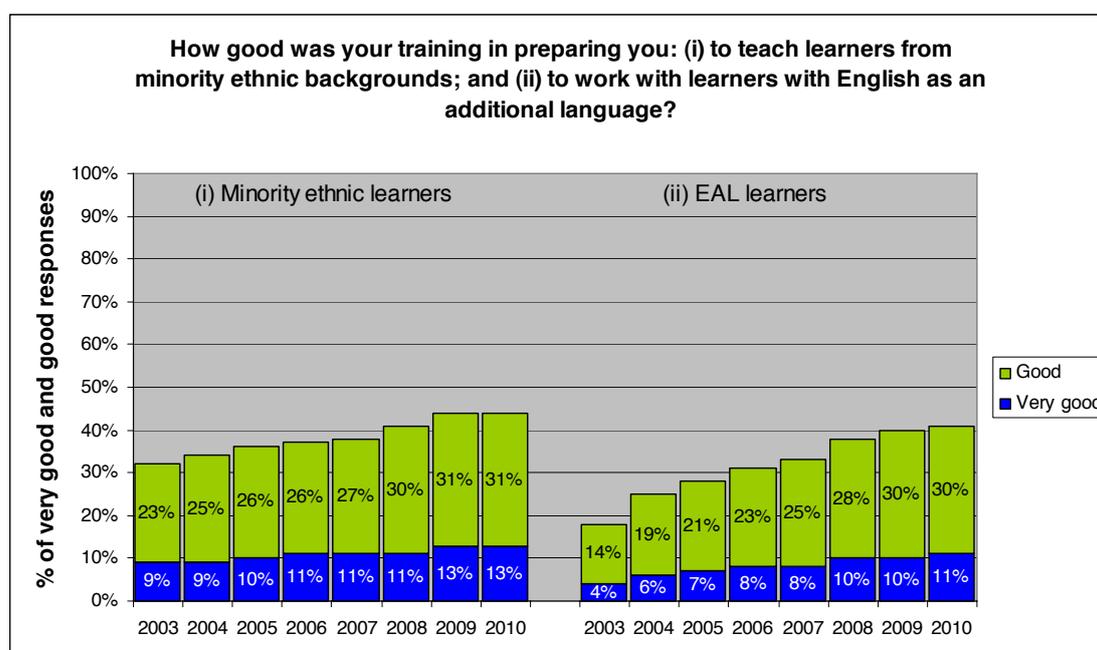


## Diversity

There was little change in responses to the questions about **preparation to teach minority ethnics learners** and **learners with English as an additional language** at sector level (44 per cent of very good and good responses for the minority ethnic learners question and 41 per cent for the EAL question compared with 44 per cent and 40 per cent last year).

Secondary trained NQTs on employment-based routes, however, rated these two aspects of their training significantly above the sector average (49 per cent of very good and good responses compared with 41 per cent for the minority ethnic learners question, and 45 per cent of very good or good responses compared with 41 per cent for the EAL question).

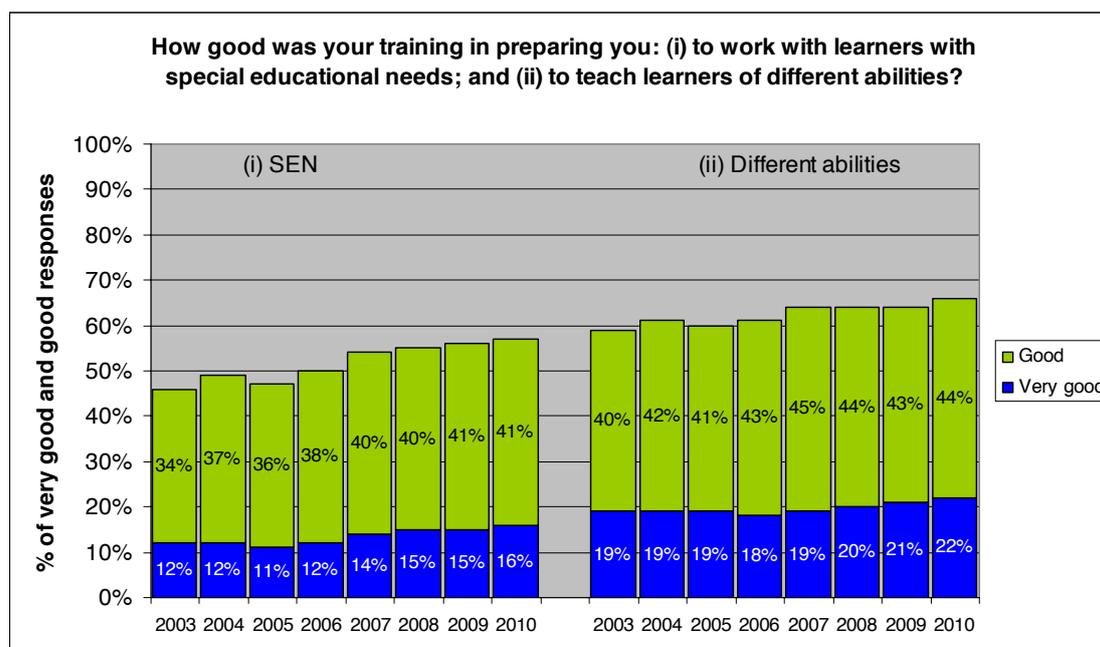
**Graph 19 (secondary)**



Secondary trained NQTs' rated the quality of their training in helping them to work with **learners with special educational needs** and **learners of different abilities** (graph 20) higher than last year (57 per cent of very good or good responses to the SEN question compared with 56 per cent last year (not statistically significant), and 66 per cent of very good and good responses compared with 64 per cent last year to the question on learners of different abilities). These small increases continue to contribute to the year on year positive trend.

Secondary trained NQTs on employment-based routes rated these two aspects of their training significantly above the sector average (63 per cent of very good and good responses compared with 57 per cent for the SEN question, and 70 per cent of very good or good responses compared with 66 per cent for the different abilities question).

**Graph 20 (secondary)**



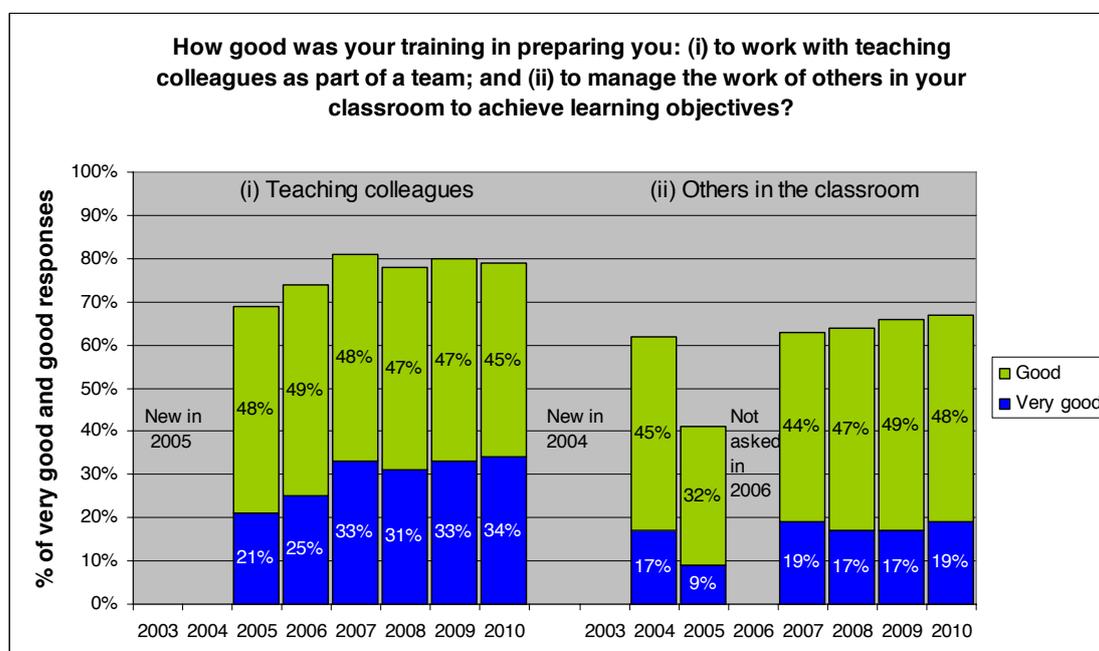
## The role of the teacher

We also asked NQTs to rate how good their training was in preparing them to **work with teaching colleagues as part of a team** and **manage the work of others in their classroom** (graph 21). There was a small decrease (not statistically significant) in the responses to the former question (79 per cent of very good and good responses compared with 80 per cent last year). There was a small increase (again, not statistically significant) in the response to the latter question (67 per cent of very good and good responses compared with 66 per cent).

There was no difference in the way that NQTs on employment-based routes answered the first question, however, 70 per cent responded very good or good to the question about managing the work of others in their classroom, compared with 67 per cent last year.

The 2008 survey also included a new question about NQTs' preparation **to work with others professionals**. There was a small but not statistically significant increase in the responses to this question (38 per cent of very good and good responses compared with 37 per cent last year). NQTs trained on employment-based routes, however, rated this aspect of the training above the sector average (43 per cent of very good or good responses compared with 38 per cent).

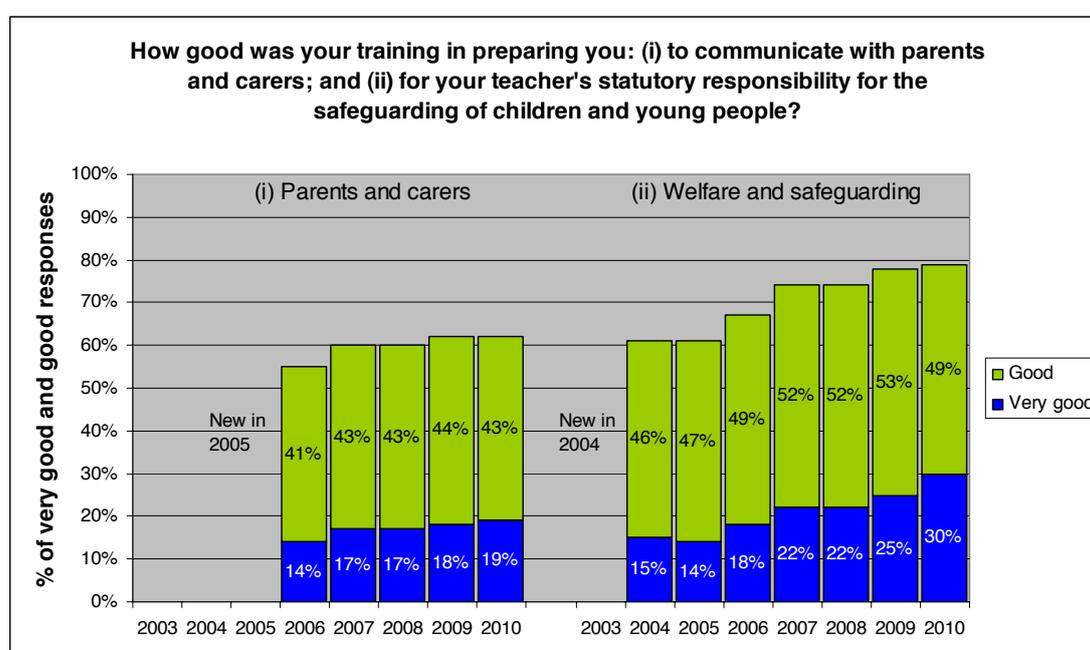
Graph 21 (secondary)



Sixty-two per cent of secondary trained NQTs gave a very good or good response to the question about their preparation **to communicate with parents and carers** and 79 per cent to the question about their preparation **for the teacher's statutory responsibility for the welfare and safeguarding of children and young people** (graph 22). There was no year on year change for the former question, however, the responses to the latter question showed an increase on last year's rating of 78 per cent.

Secondary trained NQTs on employment-based routes rated these two aspects of their training significantly above the sector average (73 per cent of very good and good responses compared with 62 per cent for the communication question, and 82 per cent of very good or good responses compared with 79 per cent for the welfare and safeguarding question).

**Graph 22 (secondary)**

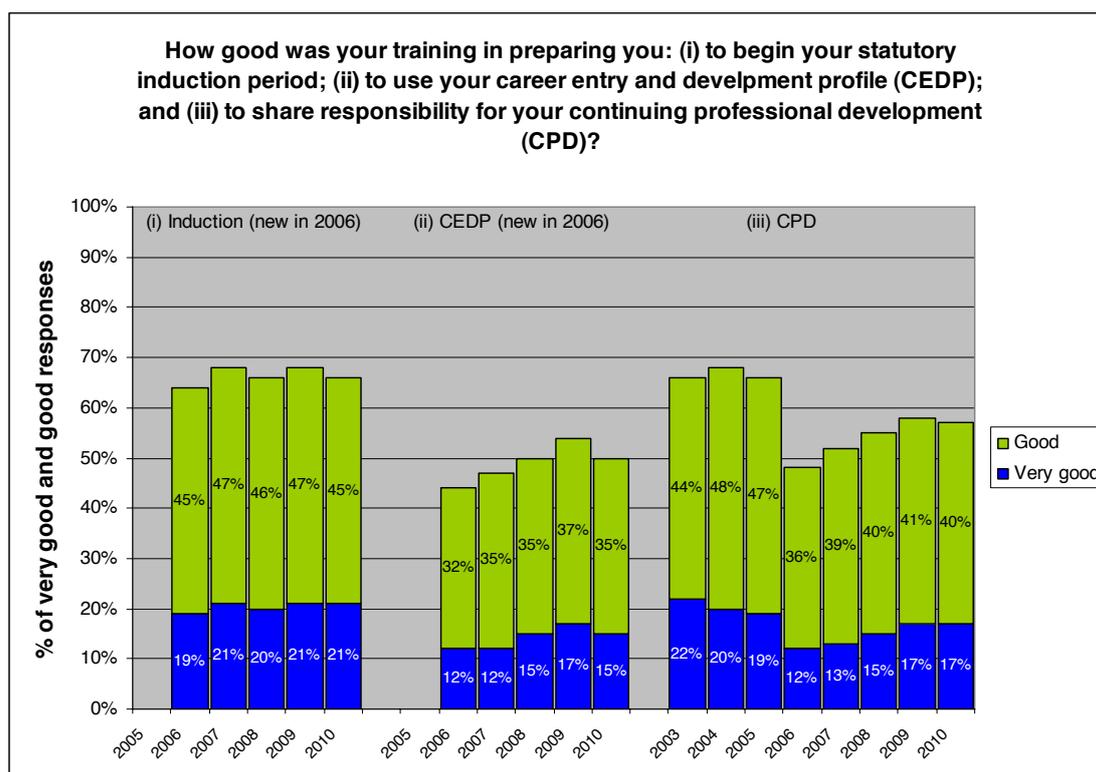


## Induction, career entry and development profiles (CEDP) and continuing professional development (CPD)

When asked about their induction, career entry development profile and continuing professional development, the percentage of NQT's very good or good responses was lower than last year. Sixty-six per cent rated their preparation to begin their **statutory induction period** as very good or good compared with 68 per cent. Fifty per cent rated their preparation to use the **CEDP** as very good or good compared with 54 per cent last year. Fifty-seven per cent rated their preparation to share responsibility for their **continuing professional development** as very good or good compared 58 per cent last year (not statistically significant).

NQTs trained on employment based routes did not rate these aspects of their training significantly differently except for the question on CPD; where 61 per cent rated this as very good or good compared with the sector average of 57 per cent.

Graph 23 (secondary)



## NQTs' current employment circumstances

The survey included questions about NQTs' current employment status. The key findings are detailed below:

- There was little difference in the proportion of primary trained respondents employed in teaching compared with secondary trained respondents (94 per cent compared with 95 per cent), but both figures were slightly down on last year's figures (95 and 96 per cent respectively).
- The pattern of employment of primary trained NQTs was different from secondary trained NQTs. For example:
  - Forty-six per cent of primary trained NQTs had permanent teaching contracts compared with 69 per cent of secondary trained NQTs (Last year the figures were 55 and 75 per cent respectively).
  - Thirty-three per cent of primary trained NQTs had fixed term teaching contracts compared with 18 per cent of secondary trained NQTs (Last year the figures were 30 per cent and 15 per cent respectively).
  - Fifteen per cent of primary trained NQTs had teaching supply contracts compared with seven per cent of secondary trained NQTs (Last year the figures were eleven per cent and six per cent respectively).
- Primary trained NQTs made on average 5.6 applications (the average of those making between one and 19 applications) before taking up their current position, although 13 per cent (605) indicated they had made 20 or more applications (Last year the figures were 5.2 and nine per cent made 20 or more applications).
- Secondary trained NQTs made on average 3.6 applications before taking up their current teaching position, and three per cent (124) indicated they had made 20 or more applications (Last year the figures were 3.3 applications with two per cent making 20 or more applications).
- Primary trained NQTs had on average 2.4 interviews before taking up their current position, although six NQTs indicated they had 20 or more interviews (Last year the figures were 2.3 and none indicated they had 20 or more interviews).

- Secondary trained NQTs had on average 2.2 interviews and one indicate they had 20 or more interviews (Last year the figures were 2.1 and one).
- Fifty per cent of primary trained NQTs rated the application and interview support they received as very good or good compared with 65 per cent of secondary trained NQTs (Last year the figures were 52 and 67 per cent respectively).
- Forty-five per cent of primary trained NQTs and 54 per cent of secondary trained NQTs indicated they had another career prior to beginning their teacher training, compared with 44 per cent and 52 per cent last year.
- Nineteen per cent of primary trained NQTs and 23 per cent of secondary trained NQTs indicated they had relocated to take up their teaching position (Last year the figures were 18 per cent and 24 per cent).
- Twenty-four per cent of primary trained NQTs and 32 per cent of secondary trained NQTs indicated they were working in a school in which they trained (Last year the figures were 25 per cent and 32 per cent).
- The pattern of employment for primary trained NQTs showed large regional variations. For example:
  - Sixty-four per cent of NQTs trained in the Eastern and London regions had permanent teaching contracts compared with 29 per cent in the North West and South West regions (Last year 73 per cent of NQTs trained in London had permanent teaching contracts).
  - Forty-two per cent of NQTs trained in the Yorkshire and The Humber region had fixed term teaching contracts compared 17 per cent in London.
  - Twenty-four per cent of NQTs trained in the South West had teaching supply contracts compared five per cent in the Eastern region (Last year the figures were 20 per cent and four per cent).

- The pattern of employment for secondary trained NQTs also showed regional variation, but not as large as primary. For example:
  - Sixty per cent of NQTs trained in the North East and North West regions had a permanent teaching contract compared with 82 per cent in the Eastern region (Last year the figures were 65 per cent for the North West and 85 per cent for the Eastern region)
  - Twenty-five per cent of NQTs trained in the North East region had a fixed term teaching contract compared with 12 per cent in the Eastern and East Midlands regions (Last year the figures were 22 per cent and 10 per cent for the Eastern region)
  - Twelve per cent of NQTs trained in the North West region had teaching supply contracts compared with three per cent in the Eastern region (Last year the figures were nine per cent and three per cent)

## NQTs' induction status and experiences

Seventy-eight per cent of primary trained NQTs indicated they had started their induction compared with 85 per cent of secondary trained NQTs (Last year the figures were 86 per cent and 93 per cent).

For those NQTs who had started their induction:

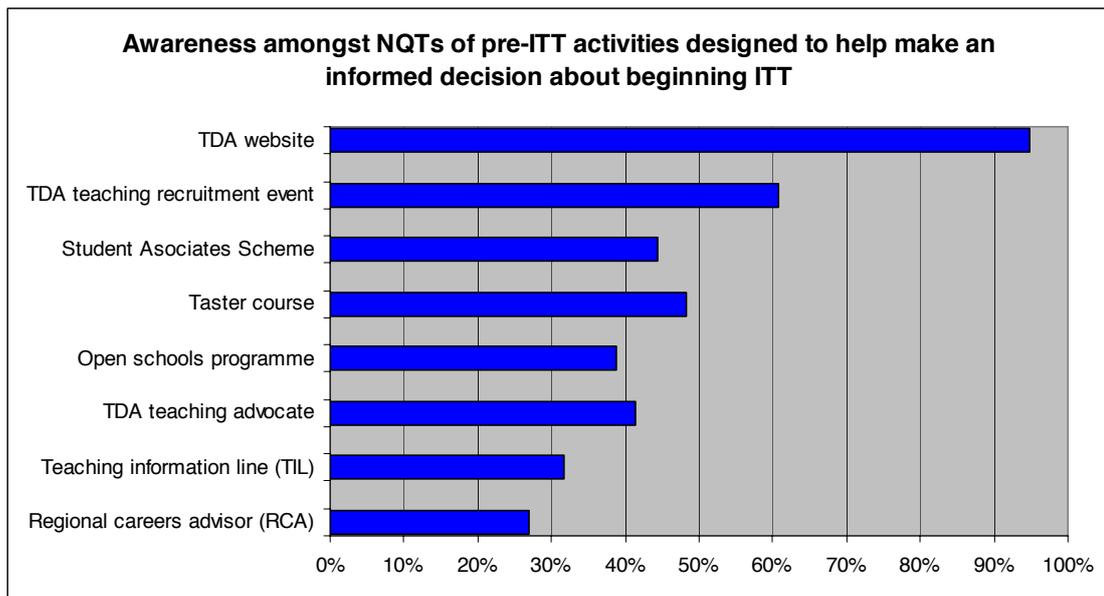
- Ninety-six per cent of primary and secondary trained NQTs indicated they were getting ten per cent free time in addition to planning, preparation and assessment (PPA) time (Last year the figures were the same)
- Eighty-eight per cent of primary trained NQTs and 85 per cent of secondary trained NQTs indicated they had a personalised programme of planned professional development (Last year the figures were 89 per cent and 85 per cent)
- Ninety-eight per cent of primary and secondary trained NQTs indicated they had the support of an induction tutor (Last year the figures were the same)
- Ninety-eight per cent of primary trained NQTs and 97 per cent of secondary trained NQTs indicated they were receiving observations followed by reviews with their induction tutor (Last year the figures were the same)
- Eighty-eight per cent of primary trained NQTs and 87 per cent of secondary trained NQTs indicated they had a career entry and development profile (Last year the figures were 91 per cent and 88 per cent)

## Awareness and importance of, and participation in, pre-ITT activities by NQTs

### Activities designed to help NQTs make an informed decision about beginning ITT

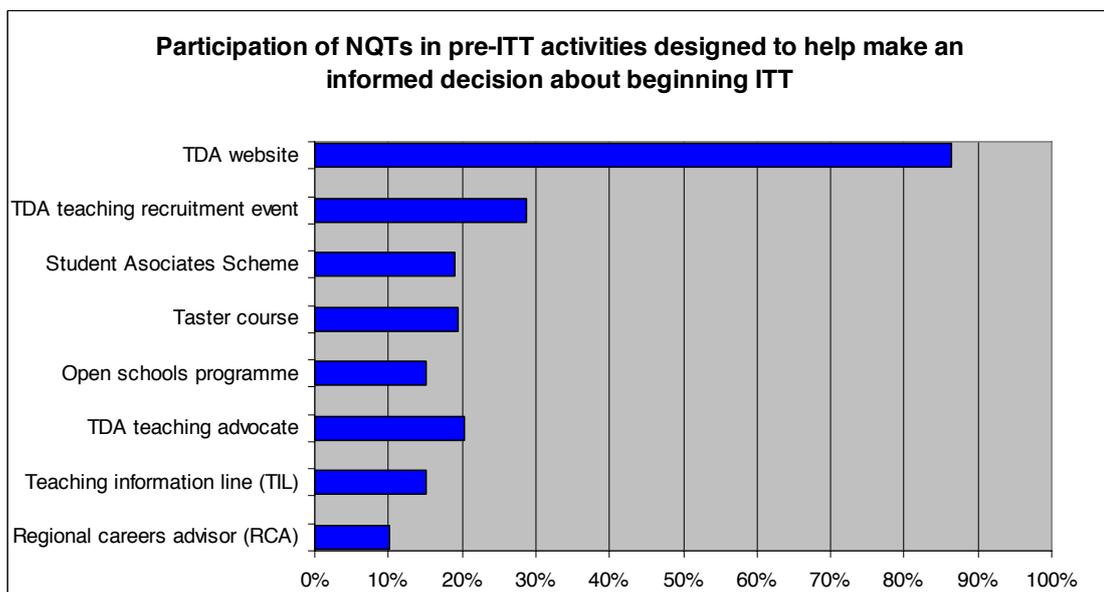
Graph 26 shows the levels of awareness among NQTs of the pre-ITT activities designed to help them make an informed decision to begin ITT.

**Graph 26 (pre-ITT activities)**



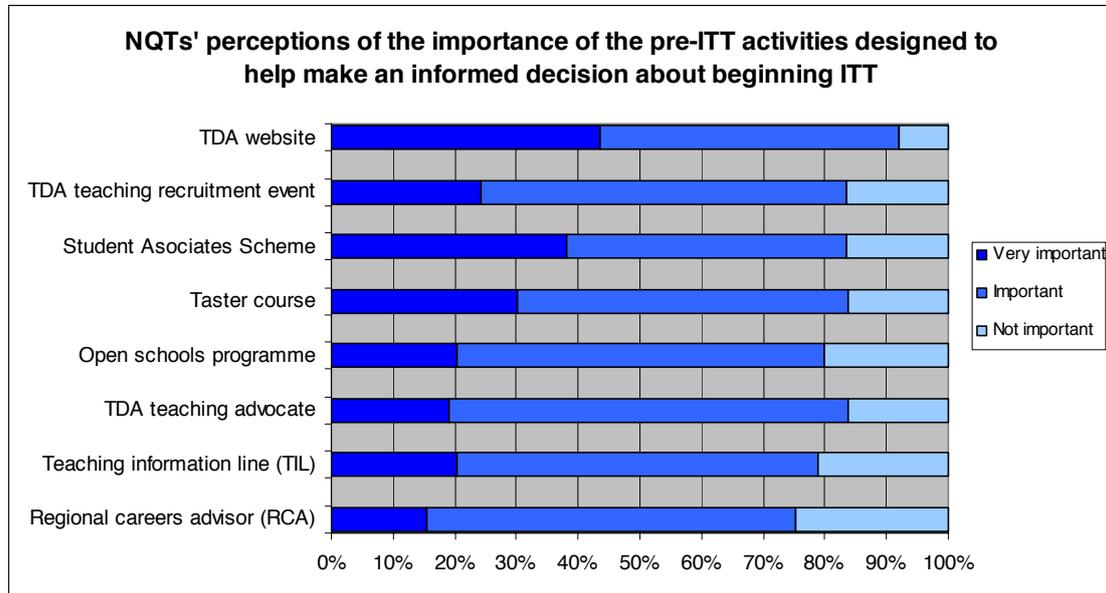
Graph 27 shows the participation rates of NQTs in these activities.

**Graph 27 (pre-ITT activities)**



Graph 28 shows how NQTs who took part in these pre-ITT activities perceived their importance in helping them make an informed decision about beginning ITT.

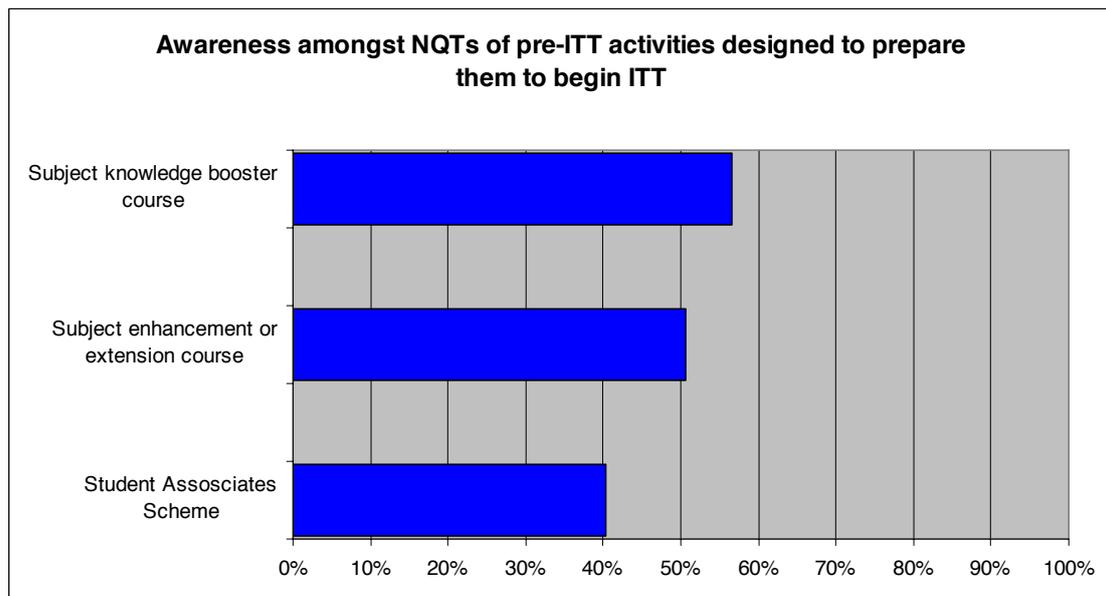
**Graph 28 (pre-ITT activities)**



**Activities designed to prepare NQTs to begin their ITT programme**

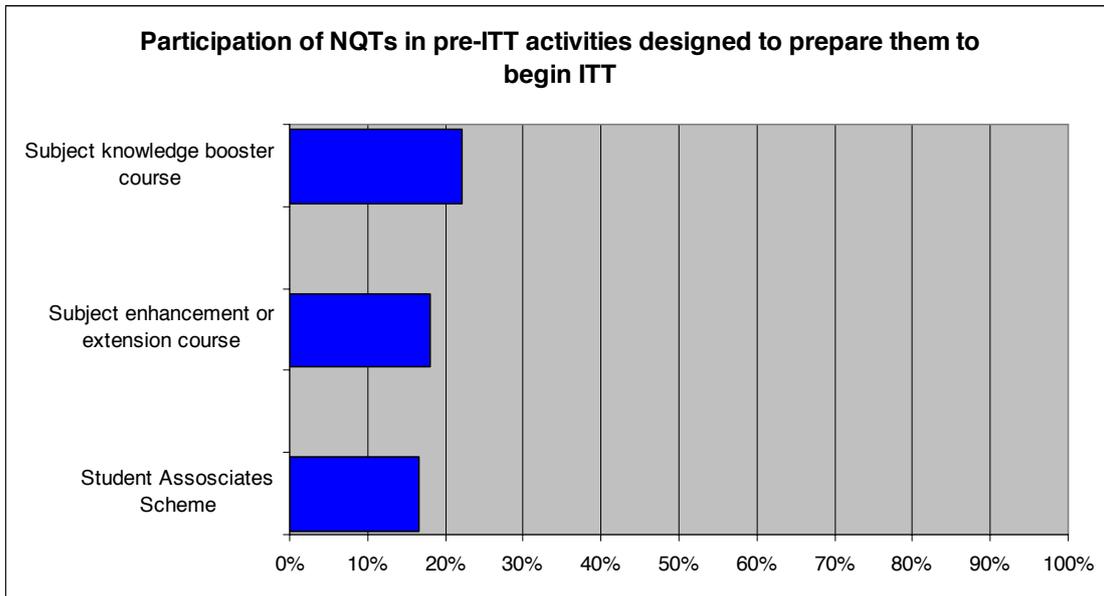
Graph 29 shows the levels of awareness among NQTs of the pre-ITT activities designed to prepare them to begin their ITT programme.

**Graph 29 (pre-ITT activities)**



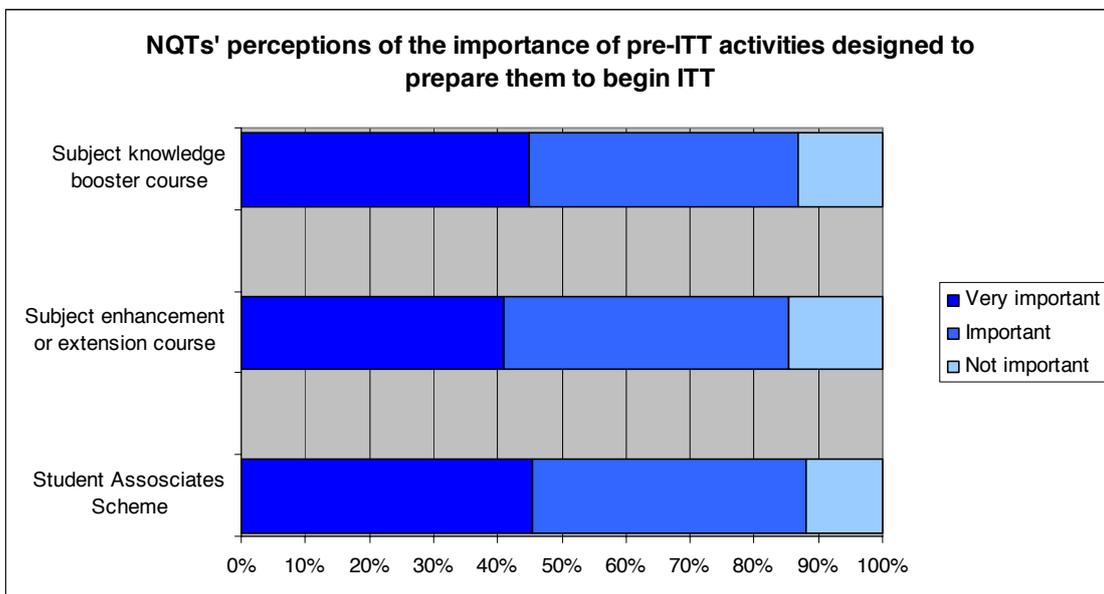
Graph 30 shows the participation rates of NQTs in these activities.

**Graph 30 (pre-ITT activities)**



Graph 31 shows how NQTs who took part in these pre-ITT activities perceived their importance in preparing them to begin their ITT programme.

**Graph 31 (pre-ITT activities)**





## The newly qualified teacher survey 2010

Please use blue or black ink and indicate your response by **shading** the relevant box like this:

1. Please rate the following:	Very good	Good	Satisfactory	Poor
a. the overall quality of your training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the overall quality of assessment and feedback you received during your training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. the overall quality of support and guidance you received during your training to achieve the standards for qualified teacher status (QTS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How good was your <u>training</u> (not your induction) in:	Very good	Good	Satisfactory	Poor
a. helping you understand the National Curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. providing you with the relevant knowledge, skills and understanding to teach your specialist subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. providing you with the knowledge, skills and understanding to use information and communication technology (ICT) in your subject teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. helping you plan your teaching to achieve progression for learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. preparing you to teach learners of different abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. preparing you to teach learners from minority ethnic backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. helping you to establish and maintain a good standard of behaviour in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. helping you use a range of teaching methods that promote children's and young people's learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. helping you to understand how to monitor, assess, record and report learners' progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. preparing you to begin your statutory induction period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. preparing you to use the career entry and development profile (CEDP)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. preparing you to share responsibility for your continuing professional development (CPD)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. helping you to teach pupils with special educational needs in your classes, with appropriate support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. preparing you to work with learners with English as an additional language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. preparing you to work with teaching colleagues as part of a team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. preparing you to work with other professionals (eg social workers, health workers, police officers)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. preparing you to manage the work of others in your classroom to achieve learning objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. preparing you to communicate with parents and carers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FOLD | HERE

FOLD | HERE

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| ■ s. preparing you for your teacher's statutory responsibility for the welfare and safeguarding of children and young people? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| t. preparing you to teach reading including phonics and comprehension? (primary NQTs only)                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| u. preparing you to take the professional skills tests?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. How good was your training (not your induction) in providing you with an understanding of:**

- |  | Very good                | Good                     | Satisfactory             | Poor                     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. the foundation stage? (foundation and primary NQTs only)                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. i. the primary national strategy overall? (all NQTs)                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. in particular, the literacy element? (all NQTs)                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. in particular, the mathematics element? (all NQTs)                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. i. the secondary national strategy overall? (primary and secondary NQTs only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. the English element? (English NQTs only)                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. the ICT element? (ICT NQTs only)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. the science element? (science NQTs only)                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. the mathematics element? (mathematics NQTs only)                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**4. Every Child Matters**

Very good Good Satisfactory Poor

By the end of your training, how good was your understanding of the role of the teacher in relation to Every Child Matters?

**5. E-safety**

Yes No

- |   |                          |                          |
|---|--------------------------|--------------------------|
| a. Do you have the necessary knowledge and understanding of e-safety issues with regards to the risks to children and young people? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Do you have the skills to use this knowledge and understanding within your teaching?   | <input type="checkbox"/> | <input type="checkbox"/> |

**6. Please rate the importance of the following TDA pre-initial teacher training services and activities in helping you make an informed decision about beginning teacher training:**

- |   | Unaware it existed       | Very important           | Important                | Not important            | Did not take part        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Regional careers adviser (RCA)                   | <input type="checkbox"/> |
| b. Teaching Information Line (TIL) by 'phone/online | <input type="checkbox"/> |
| c. TDA teaching advocate                            | <input type="checkbox"/> |
| d. Open Schools Programme                           | <input type="checkbox"/> |
| e. Taster course                                    | <input type="checkbox"/> |
| f. Student Associates Scheme                        | <input type="checkbox"/> |
| g. TDA teaching recruitment event                   | <input type="checkbox"/> |
| ■ h. TDA website                                    | <input type="checkbox"/> |

FOLD | HERE

FOLD | HERE

■ **7. Please rate the importance of the following TDA pre-initial teacher training activities in preparing you to begin teacher training:**

	Unaware it existed	Very important	Important	Not important	Did not take part
a. Student Associates Scheme	<input type="checkbox"/>				
b. Subject enhancement or extension course	<input type="checkbox"/>				
c. Subject knowledge booster course	<input type="checkbox"/>				

**8. Primary modern languages (primary NQTs only)**

	None	French	German	Italian	Spanish	Other
a. Which language(s) are you currently teaching (30 minutes or more per week)?	<input type="checkbox"/>					
b. On which TDA programme were you trained?	<input type="checkbox"/>					

**9. Employment**

a. What is your employment status?

Permanent teaching contract	Fixed-term teaching contract	Supply teaching	Not currently teaching but looking for a teaching post	Not currently teaching and not looking for a teaching post
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	N/A	Yes	No
b. Are you employed on a teaching contract by a school in which you trained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Did you relocate to take up your current teaching position?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. How many job applications did you make before you were employed in your current position (including the application for your current position)?

N/A	1	2	3	4	5 to 9	10 to 14	15 to 19	20 or more
<input type="checkbox"/>								

e. How many interviews did you have before you were employed in your current position (including the interview for your current position)?

N/A	1	2	3	4	5 to 9	10 to 14	15 to 19	20 or more
<input type="checkbox"/>								

Very good    Good    Satisfactory    Poor

f. How good was your training in helping you to apply confidently for teaching positions (eg support with job applications and interviews)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

N/A    Yes    No

g. Did you have a career (other than student) prior to beginning teacher training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

If yes, what was your previous career?

FOLD | HERE

FOLD | HERE

10. Induction	N/A	Yes	No
a. Have you started your induction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is your school providing you with:			
i. 10 per cent free time in addition to planning, preparation and assessment (PPA) time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. a personalised programme of planned professional development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. the support of an induction tutor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. observations followed by reviews with your induction tutor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. the career entry and development profile?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11. May we contact you about your experience of teacher training?** (answering this question is optional)

- I consent to the TDA contacting me again about issues specifically addressed in this survey.
- I consent to the TDA contacting me again about issues relating to my training and teaching, which may fall outside the scope of this survey.

If yes, please provide your e-mail address and telephone number below (please write clearly in BLOCK CAPITALS).

E-mail: ..... Tel: .....

**12. If you wish to add any further comments about your training or induction, please do so below** (please write clearly in BLOCK CAPITALS keeping to the lines provided).

**Training**

.....

.....

.....

.....

**Induction**

.....

.....

.....

13. Disability	Yes	No
Do you have an impairment, disability, learning difficulty or mental health difficulty?	<input type="checkbox"/>	<input type="checkbox"/>

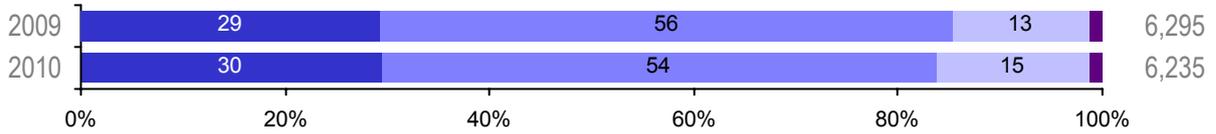
If you answered 'Yes' to this question, please complete the short, anonymous questionnaire enclosed and return it to us in the envelope along with this survey.

The Training and Development Agency for Schools (TDA) will hold and use all the data supplied, including contact details, within the provision of the Data Protection Act 1998. The personal information on this questionnaire will only be used by the TDA and/or its agreed contractors; otherwise all information will be kept strictly confidential. Visit [www.tda.gov.uk/privacy](http://www.tda.gov.uk/privacy) to view our privacy statement and/or contact us. The results of this survey will be anonymised before any publication. The TDA is committed to improving the quality and efficiency of all routes into the teaching profession, and the data from this survey will be solely used for this purpose.

**Figure 101 The newly qualified teacher survey**  
**Primary courses.**

Q 1 How NQTs rated:

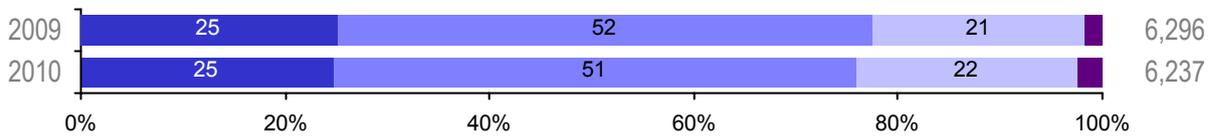
a the overall quality of their training.



Z score = 2.6820

At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.

b the overall quality of assessment and feedback they received during their training.



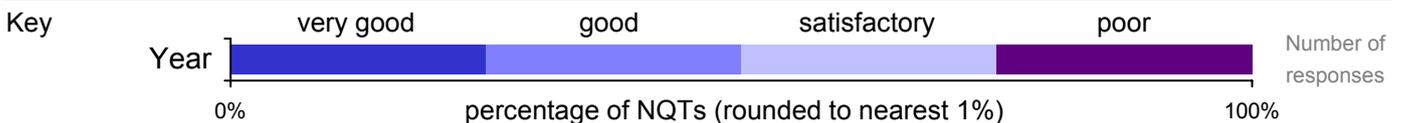
Z score = 1.9618

At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.

c the overall quality of support and guidance they received during their training to achieve the standards for qualified teacher status (QTS).

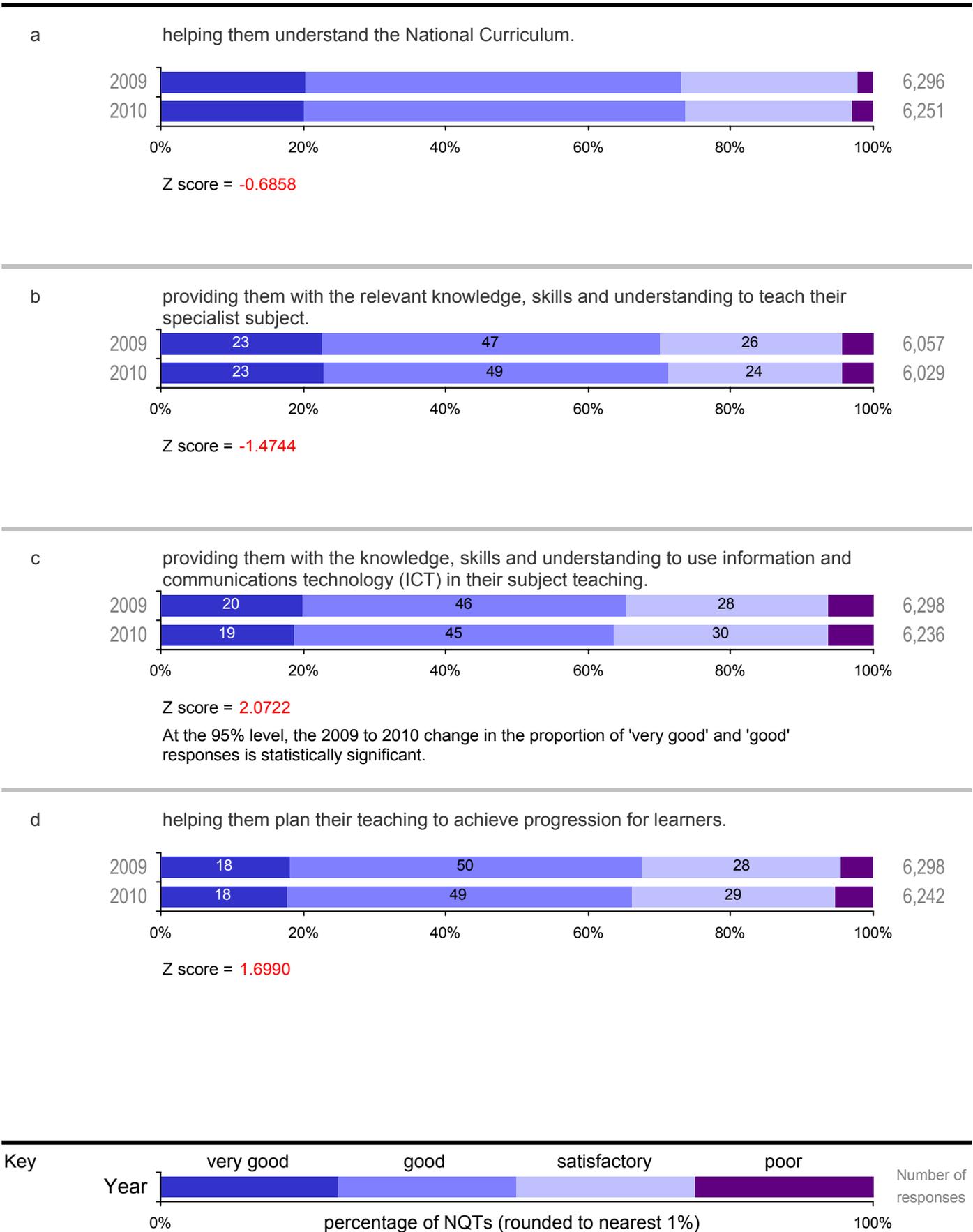


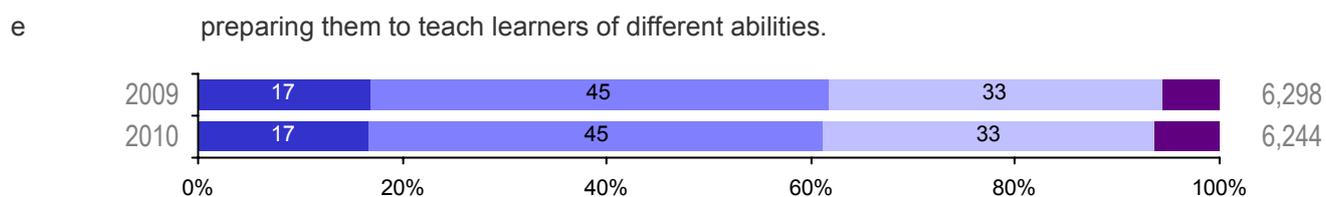
Z score = 1.4584



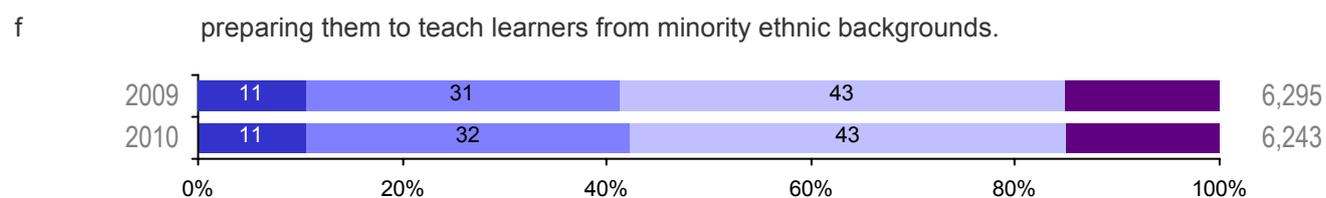
**Figure 102 The newly qualified teacher survey**  
**Primary courses.**

Q 2 How NQTs rated their training in:

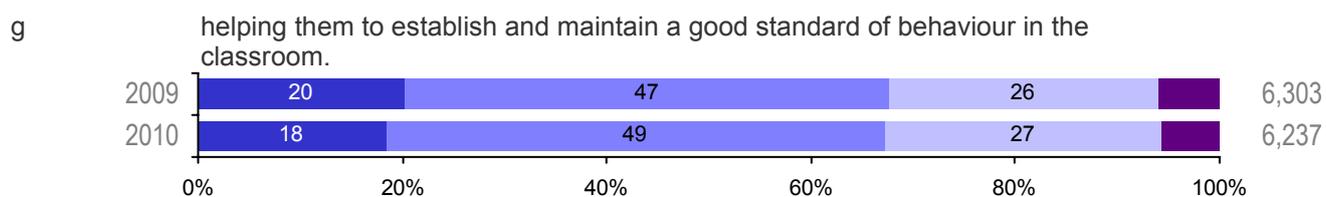




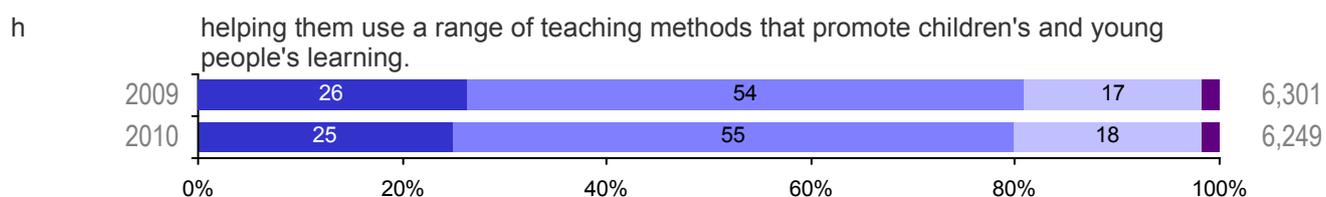
Z score = 0.7481



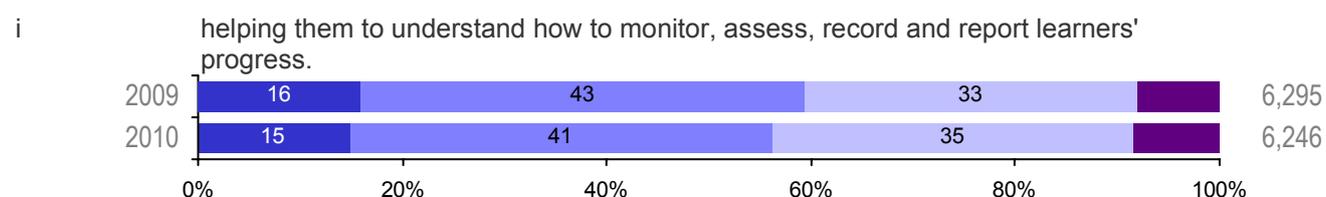
Z score = -1.2088



Z score = 0.3136

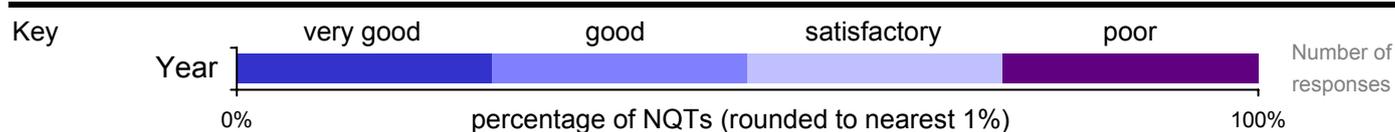


Z score = 1.3752

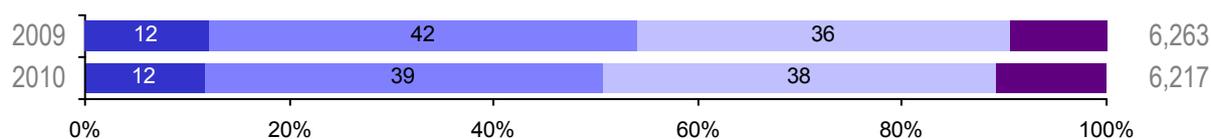


Z score = 3.5924

At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.



j **new in 2006** preparing them to begin their statutory induction period.



Z score = 3.7079

At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.

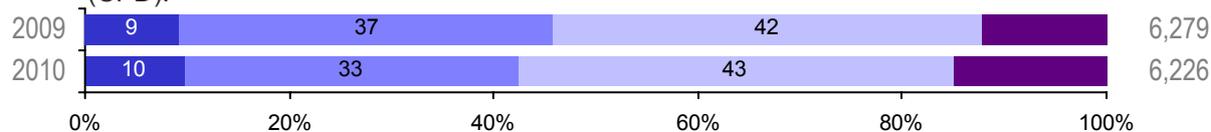
k  preparing them to use the career entry and development profile (CEDP).



Z score = 5.6030

At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.

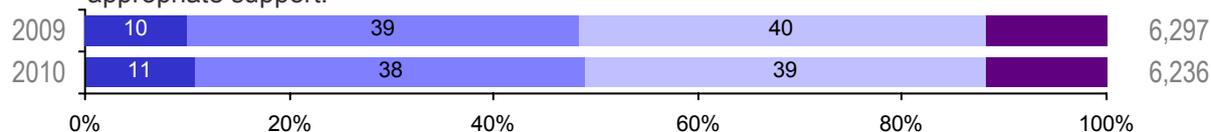
l preparing them to share responsibility for their continuing professional development (CPD).



Z score = 3.7902

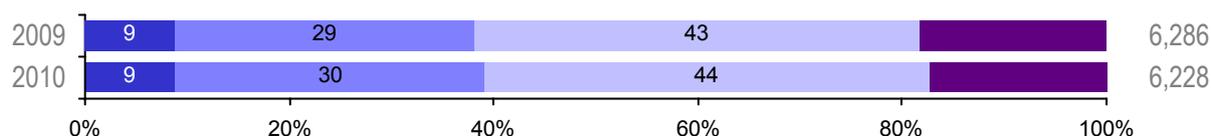
At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.

m helping them to teach pupils with special educational needs in their classes, with appropriate support.

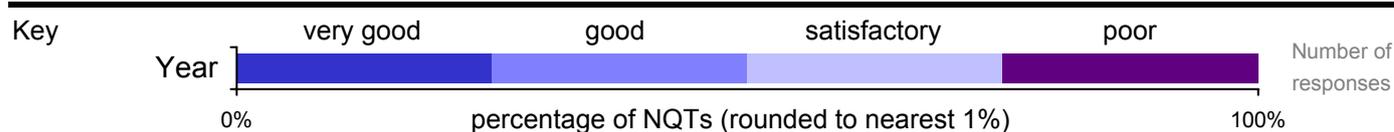


Z score = -0.5135

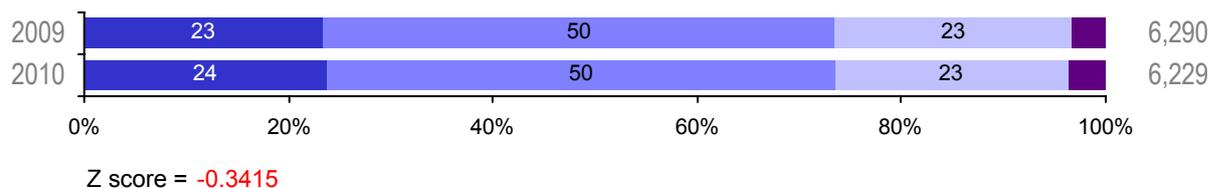
n preparing them to work with learners with English as an additional language.



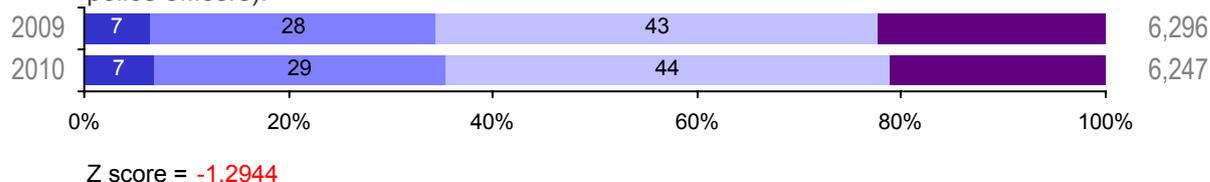
Z score = -1.0729



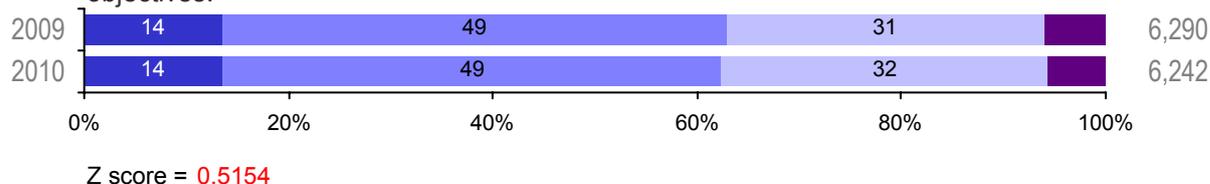
- o **new in 2005** preparing them to work with teaching colleagues as part of a team.



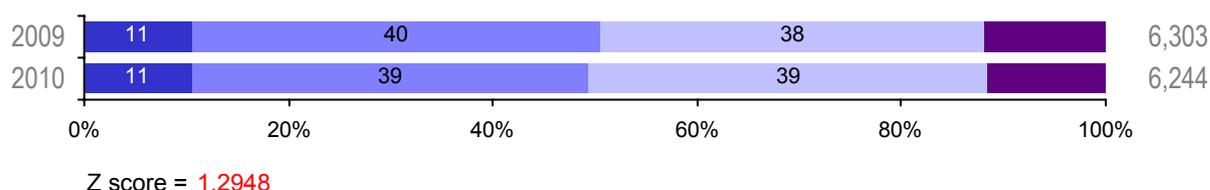
- p **new in 2008** preparing them to work with other professionals (eg. social workers, health workers, police officers).



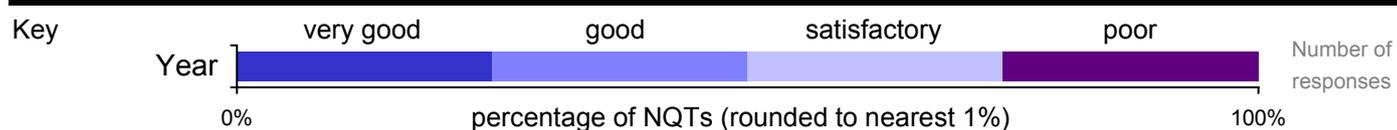
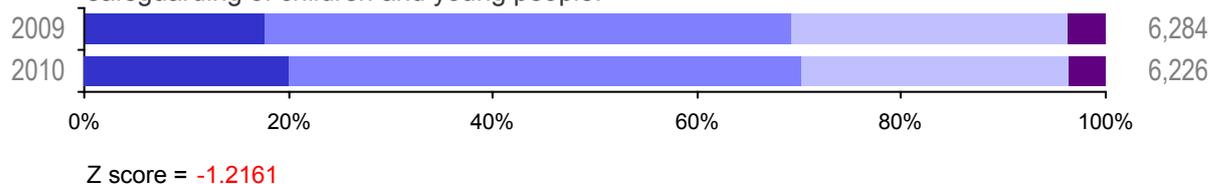
- q **new in 2004** preparing them to manage the work of others in their classroom to achieve learning objectives.



- r **new in 2006** preparing them to communicate with parents and carers.



- s **new in 2006** preparing them for their teacher's statutory responsibility for the welfare and safeguarding of children and young people.



t   preparing them to teach reading including phonics and comprehension.  
(primary NQTs only)



Z score = **-2.8157**

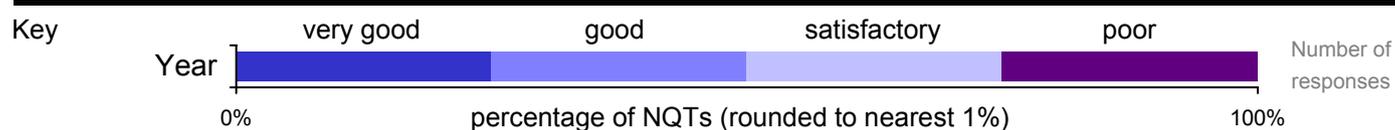
At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.

u  new in 2009  preparing them to take the professional skills tests.



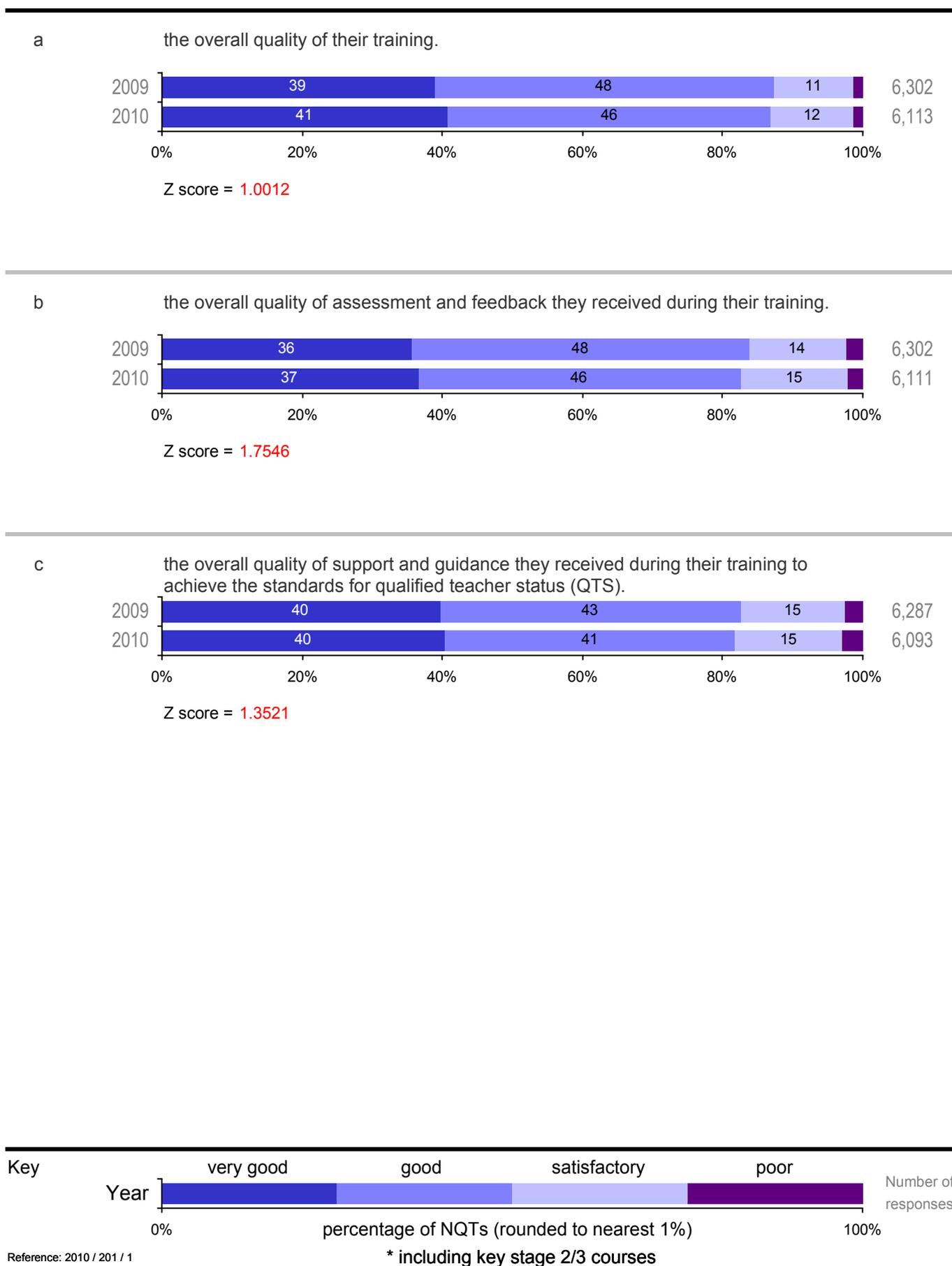
Z score = **2.2861**

At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.



**Figure 201 The newly qualified teacher survey**  
Secondary \* courses.

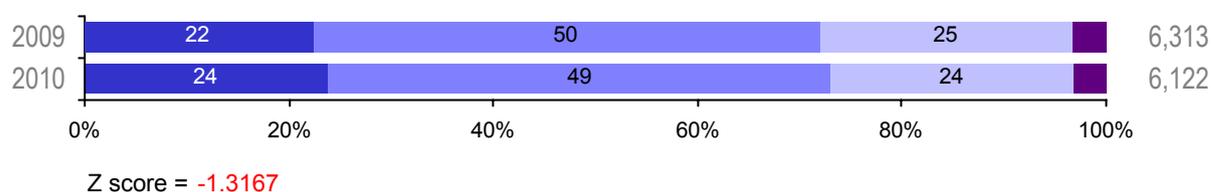
Q 1 How NQTs rated:



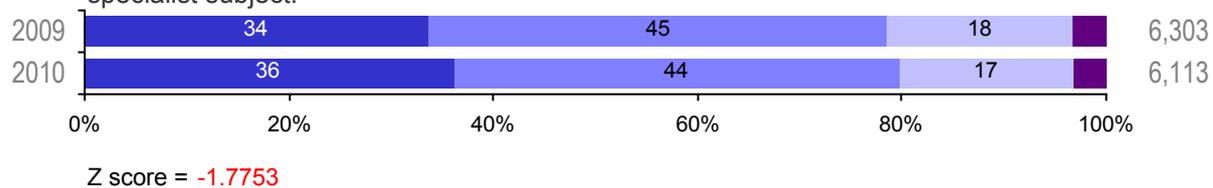
## Figure 202 The newly qualified teacher survey Secondary \* courses.

Q 2 How NQTs rated their training in:

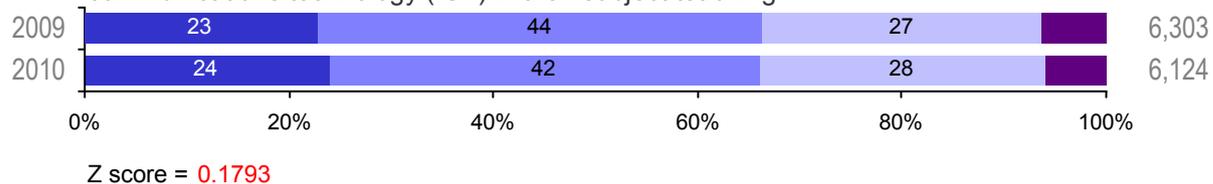
a helping them understand the National Curriculum.



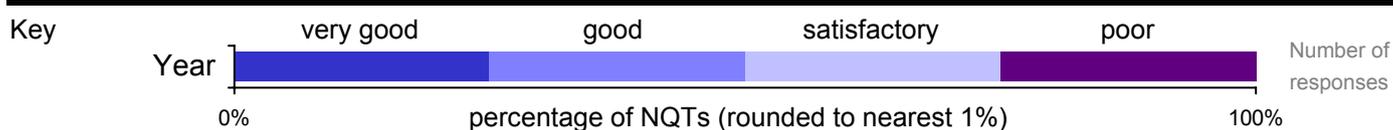
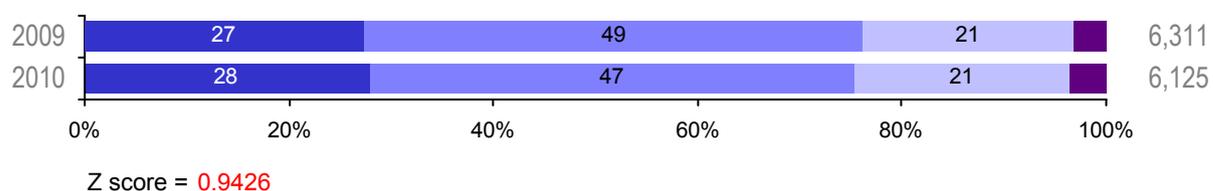
b providing them with the relevant knowledge, skills and understanding to teach their specialist subject.



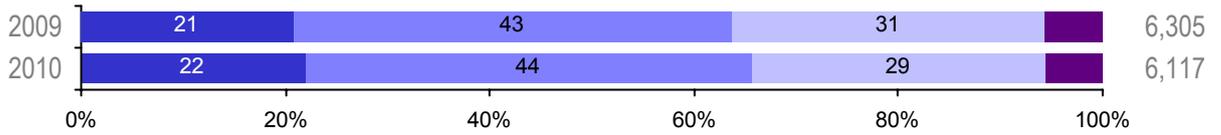
c providing them with the knowledge, skills and understanding to use information and communications technology (ICT) in their subject teaching.



d helping them plan their teaching to achieve progression for learners.



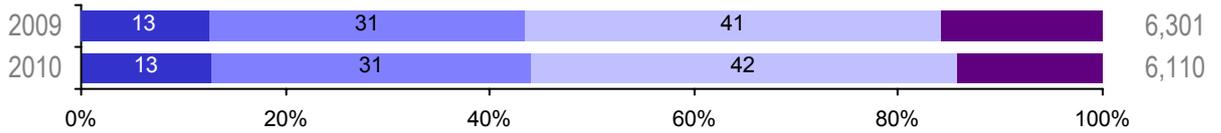
e preparing them to teach learners of different abilities.



Z score = -2.2699

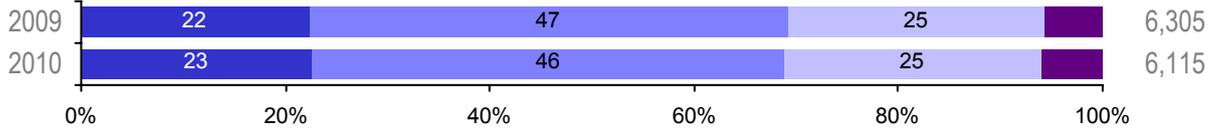
At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.

f preparing them to teach learners from minority ethnic backgrounds.



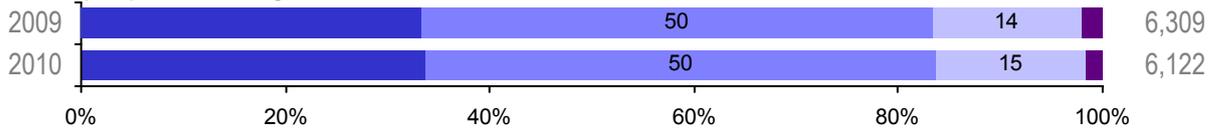
Z score = -0.6819

g helping them to establish and maintain a good standard of behaviour in the classroom.



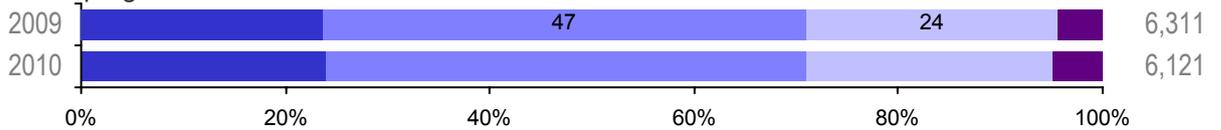
Z score = 0.4634

h helping them use a range of teaching methods that promote children's and young people's learning.

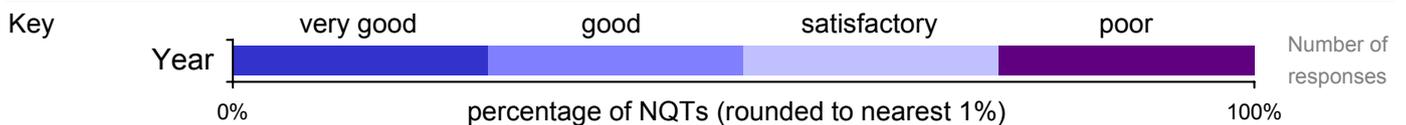


Z score = -0.1271

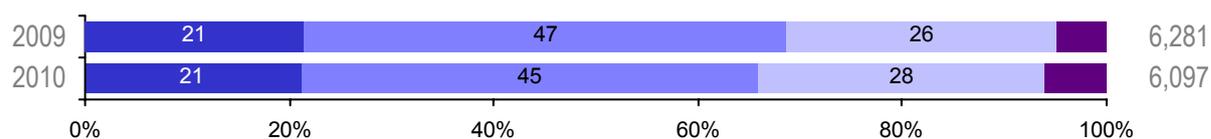
i helping them to understand how to monitor, assess, record and report learners' progress.



Z score = 0.1778



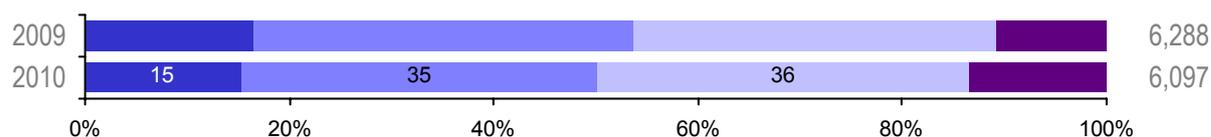
j **new in 2006** preparing them to begin their statutory induction period.



Z score = 3.4135

At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.

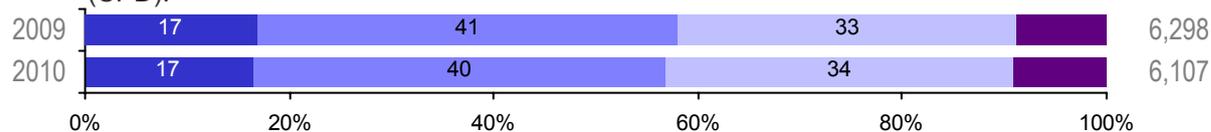
k **new in 2006** preparing them to use the career entry and development profile (CEDP).



Z score = 3.9529

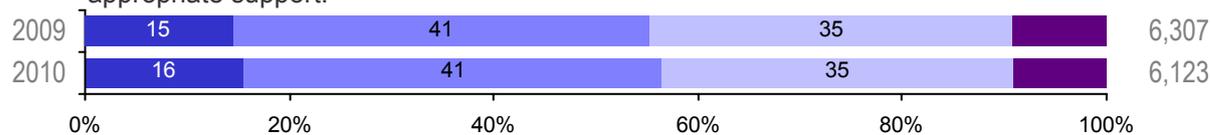
At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.

l preparing them to share responsibility for their continuing professional development (CPD).



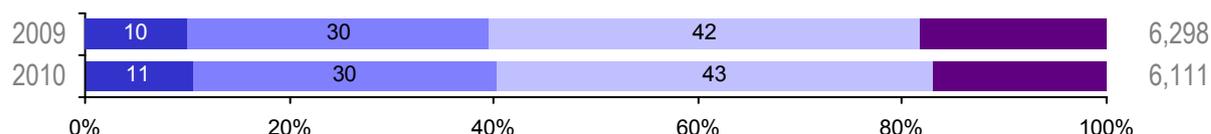
Z score = 1.1848

m helping them to teach pupils with special educational needs in their classes, with appropriate support.

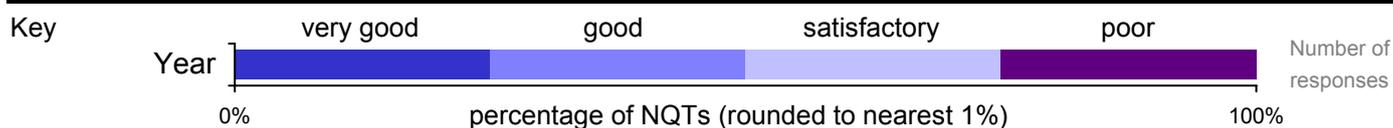


Z score = -1.3174

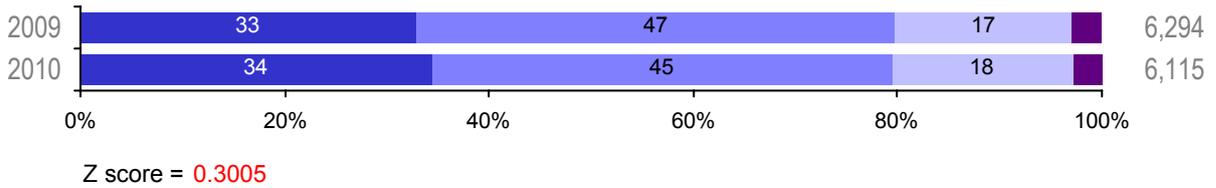
n preparing them to work with learners with English as an additional language.



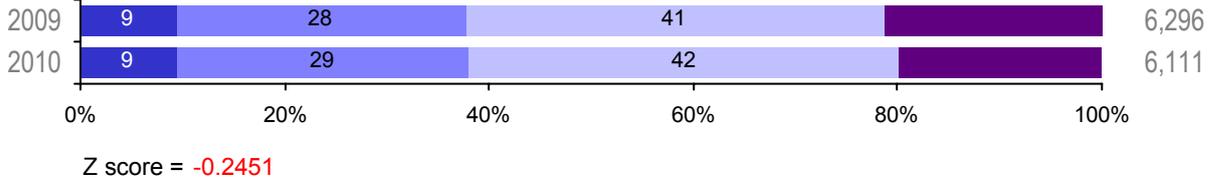
Z score = -0.8191



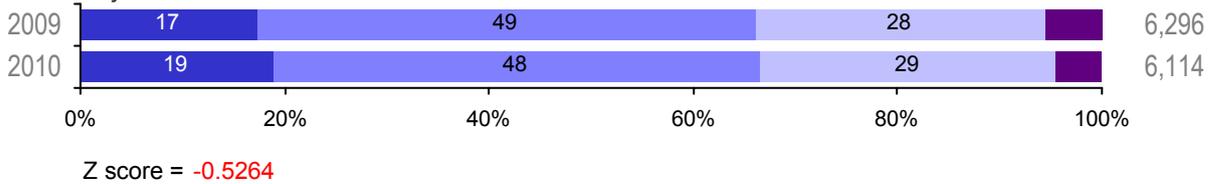
o **new in 2005** preparing them to work with teaching colleagues as part of a team.



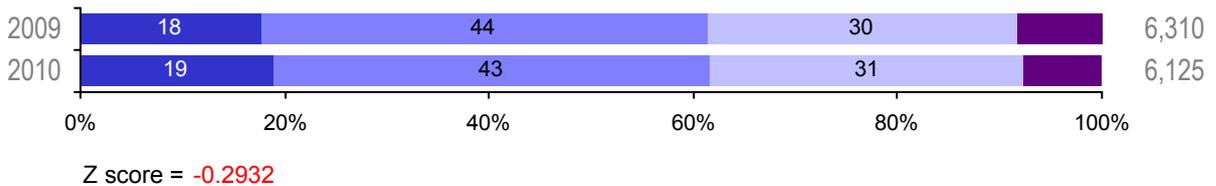
p **new in 2008** preparing them to work with other professionals (eg. social workers, health workers, police officers).



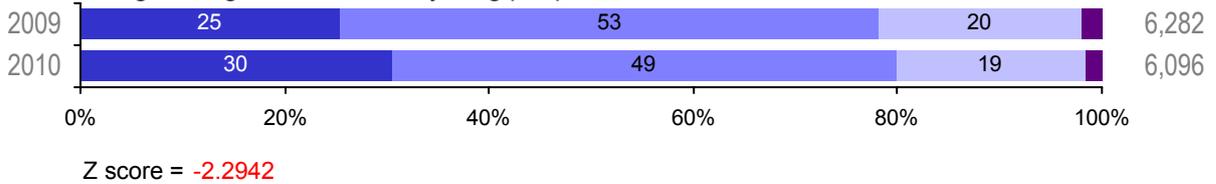
q **new in 2004** preparing them to manage the work of others in their classroom to achieve learning objectives.



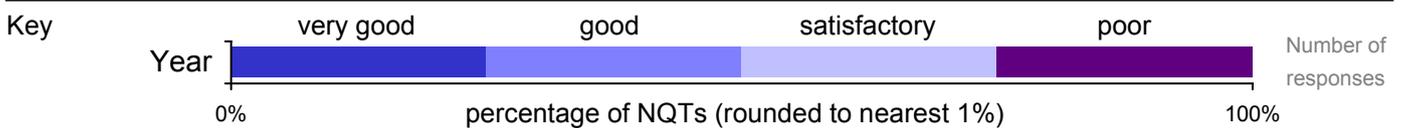
r **new in 2006** preparing them to communicate with parents and carers.



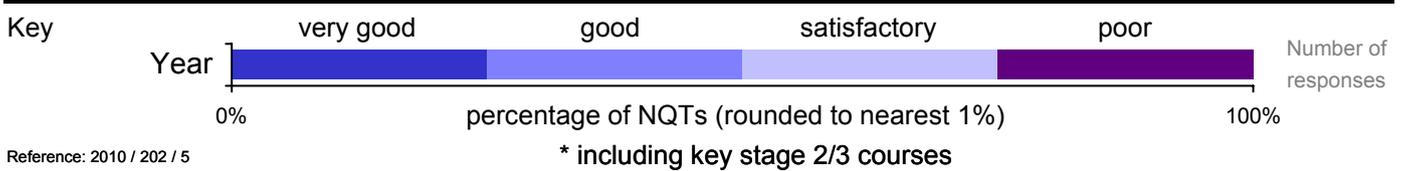
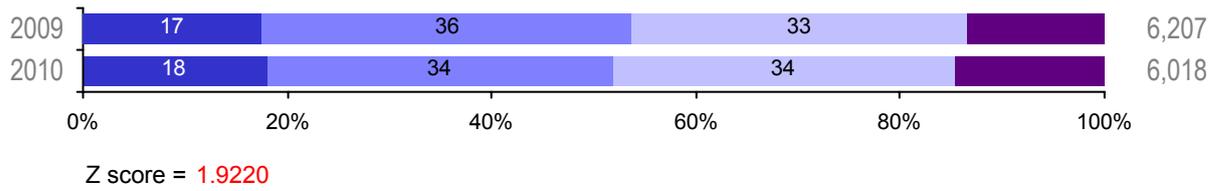
s **new in 2004** preparing them for their teacher's statutory responsibility for the welfare and safeguarding of children and young people.



At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.



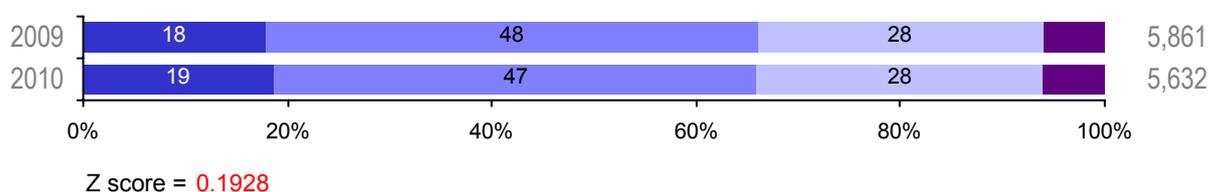
u **new in 2009** preparing them to take the professional skills tests.



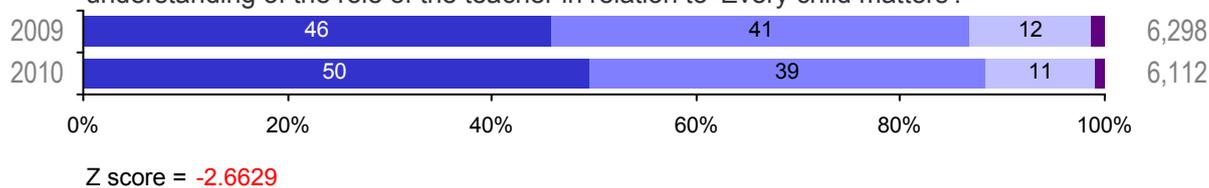
**Figure 202 The newly qualified teacher survey**  
**Secondary \* courses.**

Q 3 How NQTs rated their training in providing them with an understanding of:

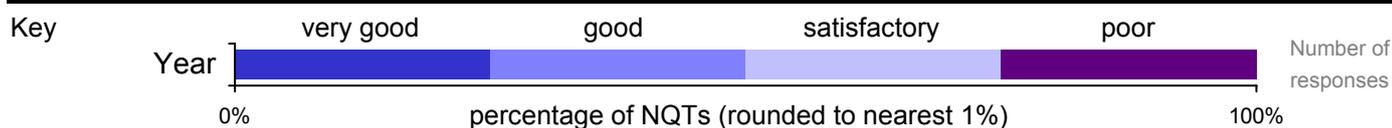
c i **new in 2006** the secondary national strategy overall. (key stage 2/3 and secondary NQTs only)



Q 4 **new in 2007** How, by the end of their training, NQTs rated their training in providing them with an understanding of the role of the teacher in relation to 'Every child matters'.



At the 95% level, the 2009 to 2010 change in the proportion of 'very good' and 'good' responses is statistically significant.



## Appendix 3

### List of abbreviations and acronyms

CEDP	career entry development profile
CPD	continuing professional development
EAL	English as an additional language
EBITT	employment-based initial teacher training
GTCE	General Teaching Council for England
HEI	higher education institution
ICT	information and communications technology
ITT	initial teacher training
ME	minority ethnic
NQT	newly qualified teacher
QTS	qualified teacher status
SCITT	school-centred initial teacher training
TDA	Training and Development Agency for Schools

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