

Results of the newly qualified teacher survey 2011

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Executive Summary

Introduction

From February to May 2011, 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 2009/10 academic year.

The survey questionnaire (appendix 1) was mailed to approximately 33,000¹ NQTs registered with the General Teaching Council for England. The survey asked them to:

- assess the quality of their initial teacher training in a number of key areas;
- tell us about their induction experiences; and
- tell us about their current employment circumstances.

A summary of the key findings is included in this report. More detailed analyses of the results are available at: <http://dataprotection.tda.gov.uk/public> Provider level reports will also be available on this site from September 2011.

Around 13,000 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 35,000) who were awarded qualified teacher status (QTS) in 2009/10, although a lower proportion of male NQTs responded.

¹ Not all NQTs are registered with the General Teaching Council for England (GTCE). NQTs teaching in a maintained school in England must be registered with the GTCE.

Key findings

Amongst primary trained NQTs

- Eighty-seven per cent gave a very good or good rating when asked about the overall quality of their training; a significant increase² of three percentage points compared with the previous year's survey.
- Of the sixteen questions common to the 2011 and 2010 surveys; fifteen received higher ratings³ than last year. These have been ranked by the highest percentage point increase in very good or good ratings and relate to NQTs':
 - o preparation to share responsibility for their continuing professional development (17 percentage point increase)
 - o preparation to teach across the range of abilities (9 percentage point increase)
 - o preparation to teach reading including phonics and comprehension (7 percentage point increase)
 - o preparation for their teacher's statutory responsibility for the welfare and safety of pupils (7 percentage point increase)
 - o understanding of the national curriculum (6 percentage point increase)
 - o preparation to establish and maintain a good standard of behaviour in the classroom (6 percentage point increase)
 - o preparation to monitor, assess, record and report learners' progress (6 percentage point increase)
 - o preparation to work with learners with English as an additional language (6 percentage point increase)
 - o preparation to teach learners from minority ethnic backgrounds (5 percentage point increase)
 - o preparation to plan their teaching to achieve progression for learners (5 percentage point increase)
 - o preparation to use a range of teaching methods that promote pupils' learning (4 percentage point increase)
 - o preparation to work with teaching colleagues as part of a team (4 percentage point increase)
 - o preparation to communicate with parents and carers (3 percentage point increase)

2. Statistically significant at the 95 per cent level

3. Differences that were statistically significant at the 95 per cent level

- o preparation to teach pupils with special educational needs (three percentage point increase)
- o preparation to use information and communication technology (ICT) more effectively in their teaching (3 percentage point increase)
- The response to just one question – preparation to teach their specialist subject – was rated significantly lower than last year (4 percentage point decrease)

Amongst secondary trained NQTs

- Eighty-seven per cent gave a very good or good rating when asked about the overall quality of their training (a similar rating to last year).
- Of the fifteen questions common to the 2011 and 2010 surveys; twelve received higher ratings⁴ than last year. These have been ranked by the highest percentage point increase in very good or good ratings and relate to NQTs:
 - o preparation to share responsibility for their continuing professional responsibility (12 percentage point increase)
 - o preparation to teach across the range of abilities (7 percentage point increase)
 - o understanding of the national curriculum (4 percentage point increase)
 - o preparation to teach their specialist subject (3 percentage point increase)
 - o preparation to plan their teaching to achieve progression for learners (3 percentage point increase)
 - o preparation for their teacher's statutory responsibility for the welfare and safety of pupils (3 percentage point increase)
 - o preparation to work with learners with English as an additional language (3 percentage point increase)
 - o preparation to teach learners from minority ethnic backgrounds (3 percentage point increase)
 - o preparation to establish and maintain a good standard of behaviour in the classroom (2 percentage point increase)
 - o preparation to teach pupils with special educational needs (2 percentage point increase)
 - o preparation to work with teaching colleagues as part of a team (2 percentage point increase)
 - o preparation to use a range of teaching methods that promote pupils' learning (1 percentage point increase)
- Responses to remaining three questions common to the 2011 and 2010 surveys remain unchanged.

4. Differences that were statistically significant at the 95 per cent level

Primary sector analysis

This section contains an analysis of the responses to the NQT survey 2011 from 6,000 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 or age range 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 significant⁵ changes in comparison to last year's survey, and taking into account year on year trends, the key findings of the NQT survey 2011 are as follows:

Overall quality of training

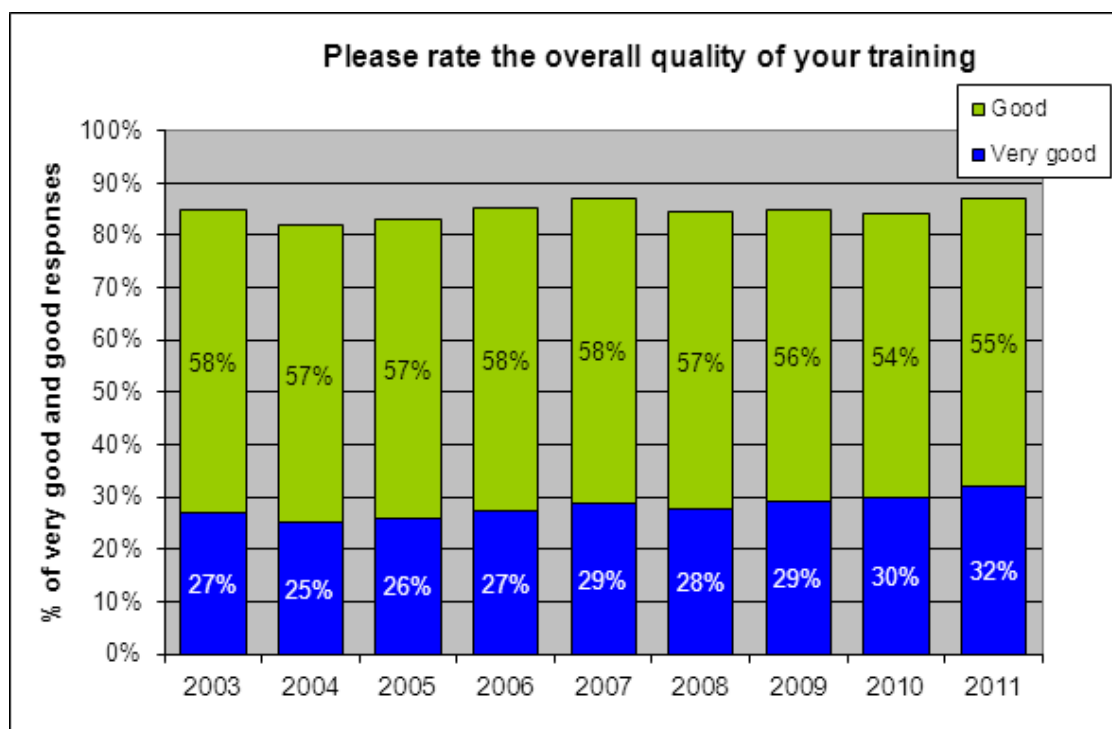
Eighty-seven per cent of primary trained NQTs rate the **overall quality of their training** (graph 1) as very good or good compared with last year.

Analysis of the 2011 primary responses to this question showed that:

- SCITT provision continues to achieve the highest rating (95 per cent of very good and good responses) followed by EBITT provision (90 per cent of very good and good responses) and HEI provision (86 per cent of very good and good responses)
- NQTs aged 25 and under gave higher ratings (89 per cent of very good and good responses) compared with older NQTs (82 per cent for NQTs aged 35 to 44 and 84 per cent for NQTs aged 45 and over)
- Female NQTs gave higher ratings than male NQTs (87 per cent compared with 84 of very good and good responses)

5. At the 95 per cent level

Graph 1 (primary)



Subject knowledge

Eighty per cent of primary trained NQTs rated their ***understanding of the national curriculum*** as very good or good (graph 2); a significant increase of six percentage points compared with last year (80 per cent compared with 74 per cent of very good and good responses). Primary undergraduate trained NQTs continued to rate this aspect of their training higher than primary postgraduate trained NQTs (86 per cent compared with 78 per cent of very good and good responses).

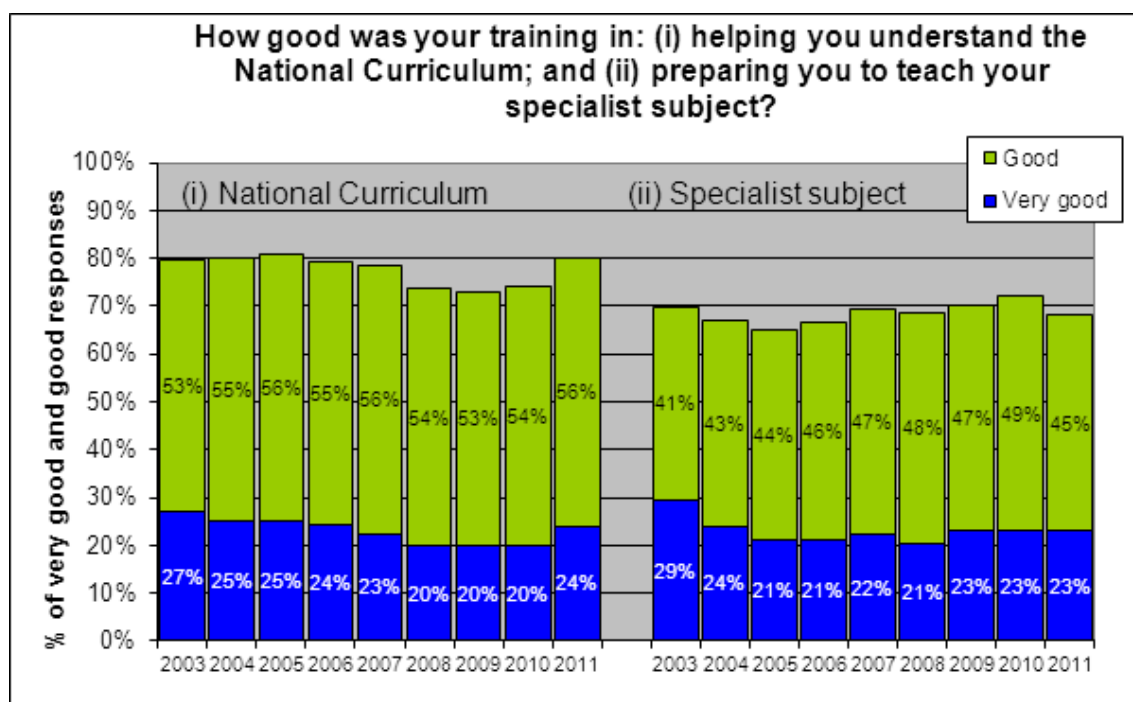
NQTs trained on school-centred (SCITT) routes rated this aspect of their training the highest (88 per cent), followed by those on employment-based (EBITT) routes (82 per cent) and those on University-based (HEI) routes (80 per cent of very good and good responses).

Sixty-eight per cent of primary trained NQTs rated their ***preparation to teach their specialist subject***⁶ as very good or good (graph 2); a significant decrease of four percentage points compared with last year (68 per cent compared with 72 per cent of very good and good responses). Primary undergraduate trained NQTs continued to rate this aspect of their training higher than primary postgraduate trained NQTs (75 per cent compared with 64 per cent of very good and good responses).

NQTs trained on SCITT routes rated this aspect of their training the highest (76 per cent) followed by NQTs trained on HEI routes (68 per cent) and NQTs on EBITT routes (67 per cent of very good and good responses).

6. In 2011 the question was worded: 'how good was your training in preparing you to teach your specialist subject' compared with 'how good was your training in providing you with the relevant knowledge, skills and understanding to teach your specialist subject' in 2010

Graph 2 (primary)



Teaching and learning

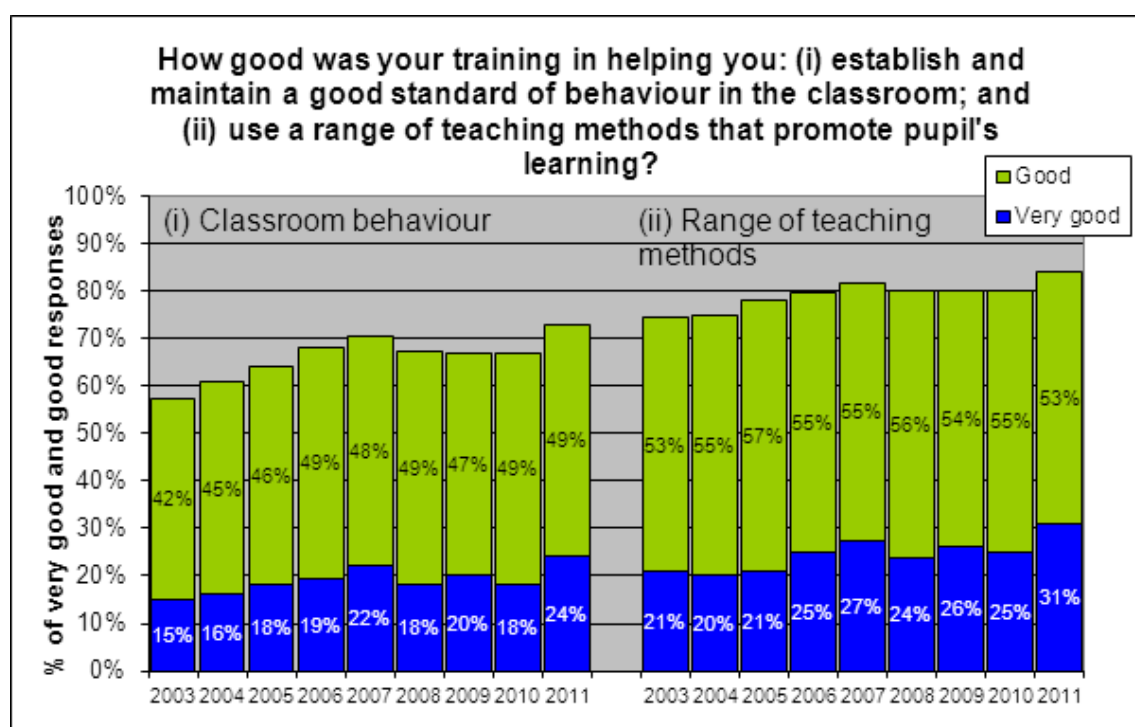
Primary trained NQTs were also asked how good their training was in preparing them **to use information and communications technology (ICT) more effectively in their teaching**⁷. Sixty-seven per cent of NQTs rated this aspect of their training as very good or good compared with 64 per cent in the previous year. NQTs on SCITT routes rated this aspect of their training the highest (79 per cent) followed by NQTs on EBITT routes (68 per cent) and NQTs on HEI routes (67 per cent).

Primary trained NQTs' ratings of how well their training prepared them **to establish and maintain a good standard of behaviour in the classroom** increased by six percentage points (73 per cent compared with 67 per cent of very good and good responses in the previous year) (graph 3). NQTs on SCITT routes rated this aspect of their training the highest (87 per cent) followed by NQTs on EBITT routes (84 per cent) and NQTs on HEI routes (71 per cent). Female NQTs rated this higher than male NQTs (75 per cent compared with 68 per cent).

7. In 2011 this question was worded: 'how good was your training in preparing you to use ICT more effectively in your teaching' compared with 'how good was your training in providing you with the knowledge, skills and understanding to use ICT in your subject teaching' in 2010

Similarly, NQTs' ratings of how well their training prepared them **to use a range of teaching methods that promote pupils'**⁸ learning increased by four percentage points (84 per cent compared with 80 per cent of very good and good responses in the previous year). NQTs on SCITT routes rated this aspect of their training the highest (92 per cent) followed by NQTs on EBITT routes (87 per cent) and NQTs on HEI routes (83 per cent).

Graph 3 (primary)

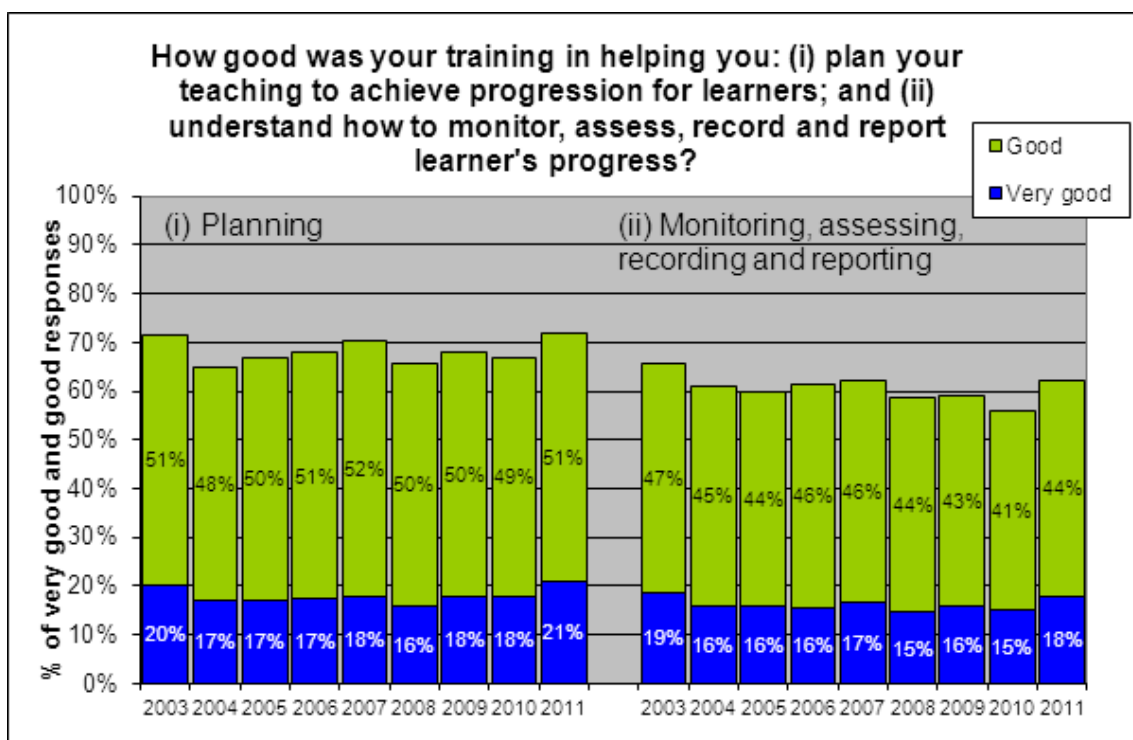


Seventy-two per cent of primary trained NQTs' rated their preparation to **plan their teaching to achieve progression for learners** as very good or good; a significant increase of three percentage points compared with the previous year (graph 4). NQTs trained on undergraduate routes rated this aspect of their training higher than those trained on postgraduate routes (75 per cent compared with 70 per cent of very good and good responses). NQTs trained on SCITT routes rated this aspect of their training the highest (85 per cent) followed by NQTs trained on EBITT routes (76 per cent) and NQTs trained on HEI routes (70 per cent).

8. In 2011 'children's and young people's learning' was replaced by 'pupil's learning'

When asked how their training *helped them to understand how to monitor, assess, record and report learners' progress*; 62 per cent of primary trained NQTs rated this aspect of their training as very good or good compared with 56 per cent in the previous year. There was no difference between the ratings of undergraduate trained NQTs compared with postgraduate trained NQTs. However, NQTs trained on SCITT routes rated this aspect of their training the highest (76 per cent) followed by NQTs trained on EBITT routes (73 per cent) and NQTs trained on HEI routes (59 per cent).

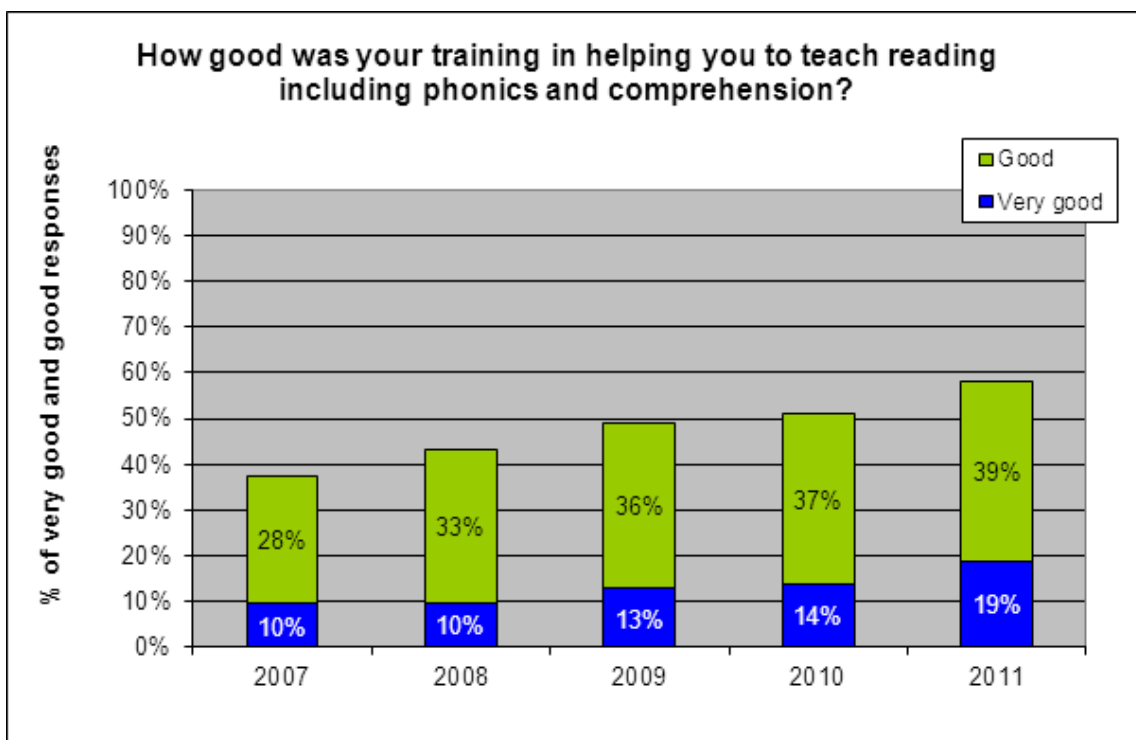
Graph 4 (primary)



Preparation to teach reading

Primary trained NQTs were asked to rate the quality of their training in ***preparing them to teach reading, including phonics and comprehension*** (graph 5). Fifty-eight per cent of NQTs gave a very good or good response compared 51 per cent last year. NQTs trained on SCITT routes rated this aspect of their training the highest (68 per cent compared with 67 per cent last year) followed by NQTs trained on EBITT routes (66 per cent compared with 63 per cent last year) and NQTs trained on HEI routes (56 per cent compared with 48 per cent last year).

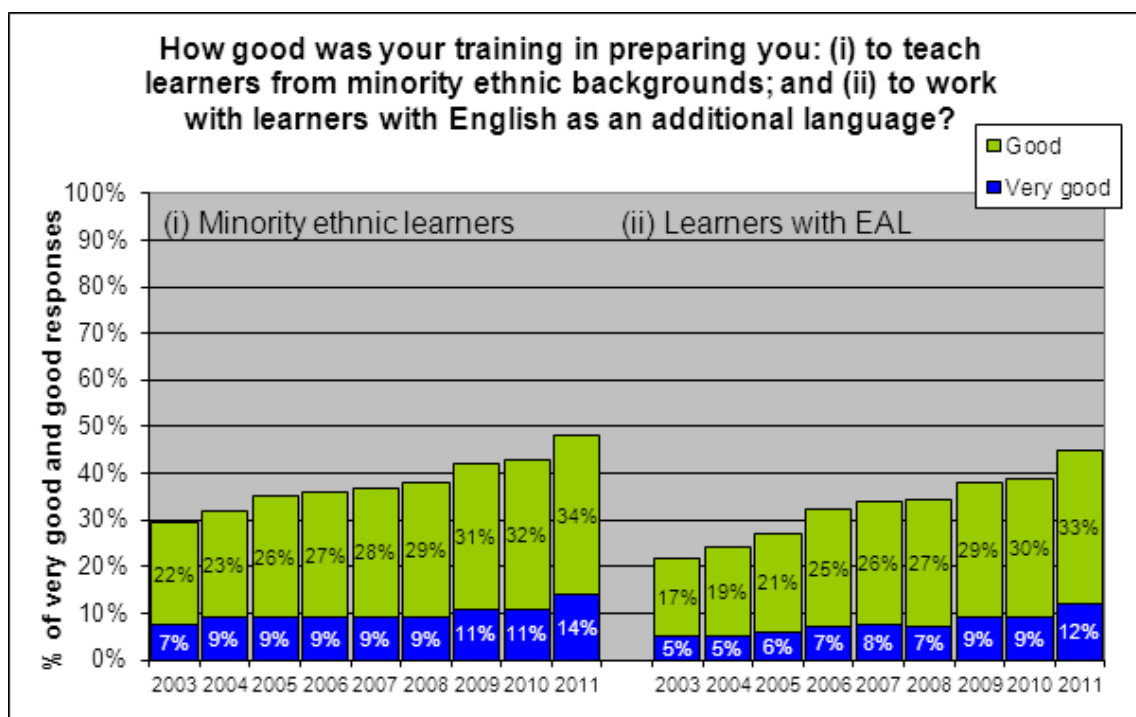
Graph 5 (primary)



Diversity

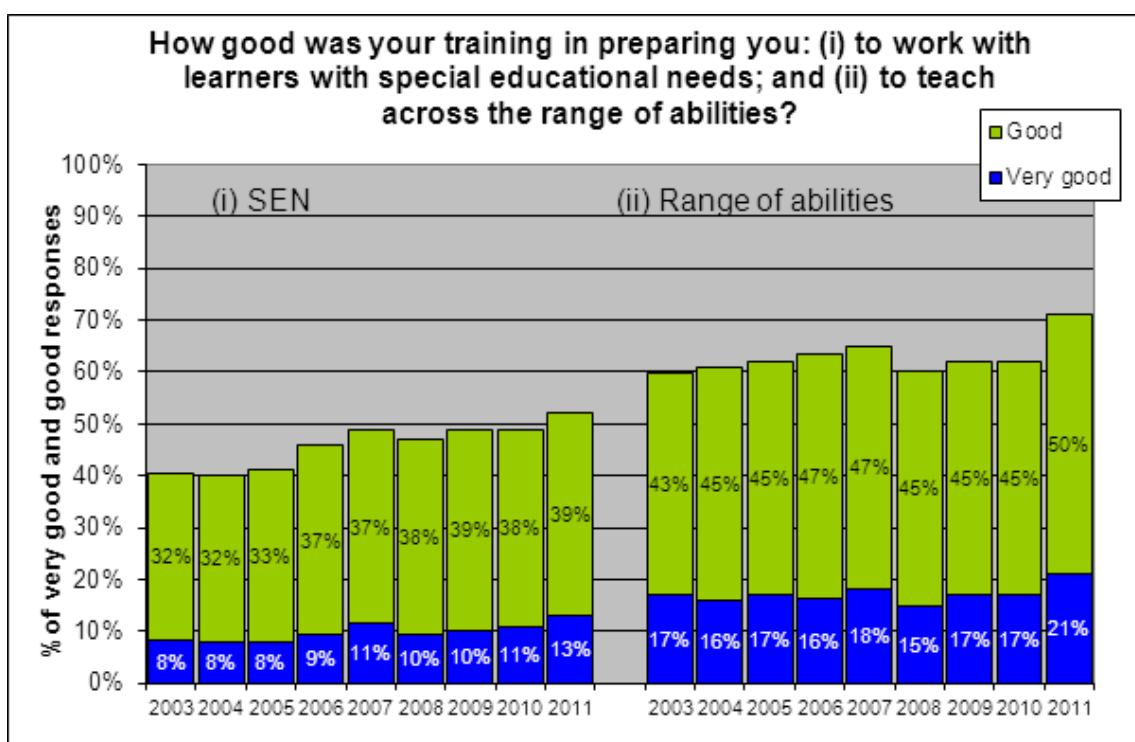
Graph 6 shows that primary trained NQTs rated their preparation to work with **learners from minority ethnic backgrounds** and **learners with English as an additional language** significantly higher than in the previous year (48 per cent and 45 per cent respectively compared with 43 per cent and 39 per cent respectively). NQTs trained on SCITT routes rated this aspect their training the highest (57 per cent for both questions) followed by NQTs trained on EBITT routes (56 per cent and 51 per cent respectively) and NQTs trained on HEI routes (46 per cent and 42 per cent respectively).

Graph 6 (primary)



There was also a significant increase in the way primary trained NQTs rated their preparation to **work with learners with special educational needs** and **to teach across the range of abilities**⁹ (graph 7). Fifty-two per cent and 71 per cent respectively compared with 49 per cent and 62 per cent in the previous year. NQTs trained on SCITT routes rated these aspects of their training the highest (66 per cent and 84 per cent respectively) followed by NQTs trained on EBITT routes (61 per cent and 77 per cent respectively) and NQTs trained on HEI routes (49 per cent and 68 per cent respectively).

Graph 7 (primary)

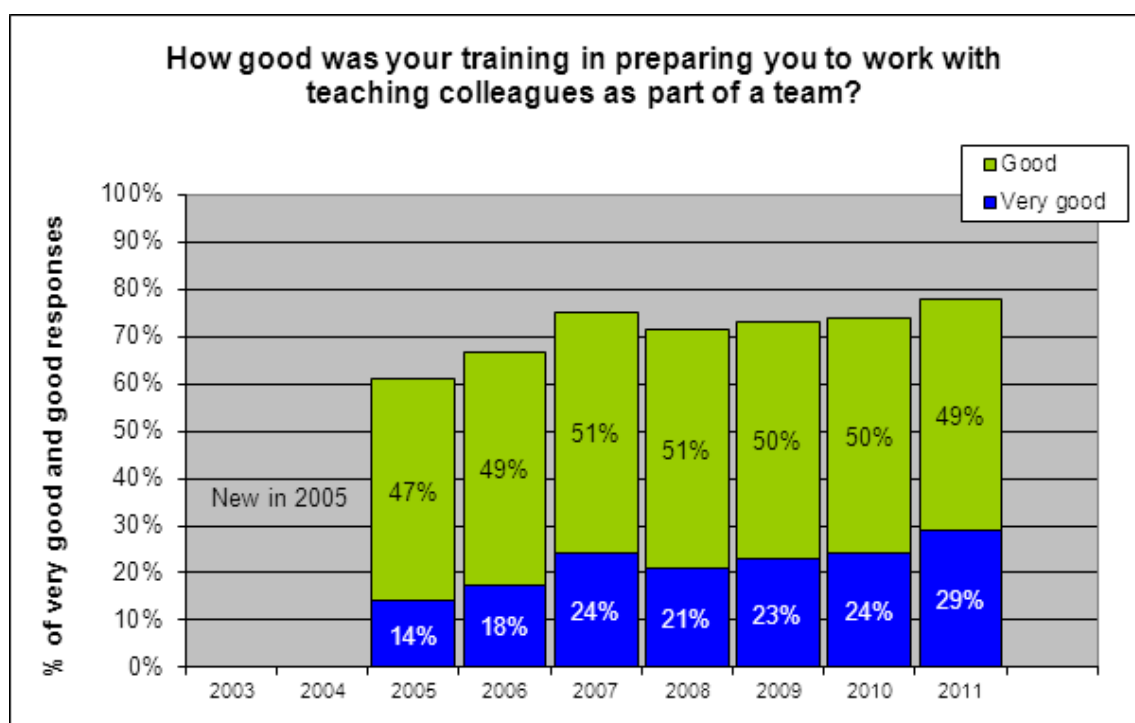


9. In 2011 the question was worded: 'preparing you to teach across the range of abilities' compared with 'preparing you to teach learners of different abilities' in 2010

The role of the teacher

Seventy-eight 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 8); an increase of four percentage points on the previous year. NQTs trained on SCITT routes rated this aspect of their training the highest (87 per cent) followed by NQTs trained on EBITT routes (82 per cent) and NQTs trained on HEI routes (76 per cent).

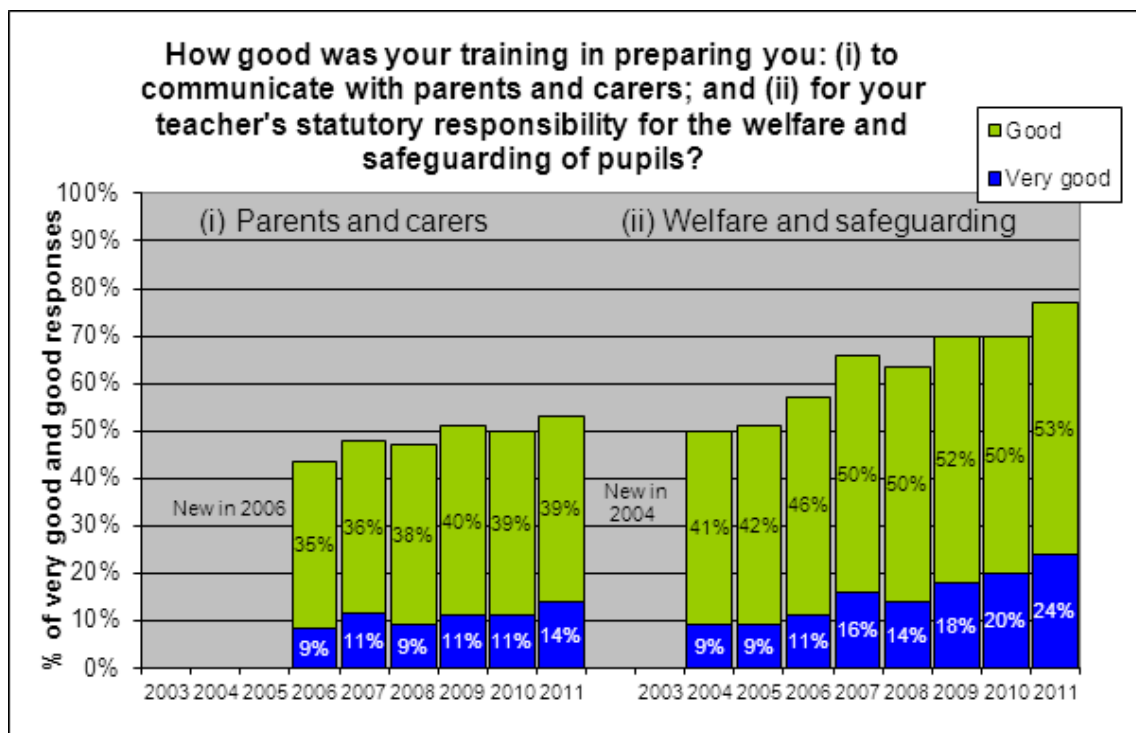
Graph 8 (primary)



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 pupils**¹⁰ (graph 9). In response to the former question, 53 per cent of NQTs rated their preparation as very good or good compared with 50 per cent last year. For the latter question, 77 per cent of NQTs rated their preparation as very good or good compared with 70 per cent last year. NQTs trained on SCITT routes rated these two aspects of their training the highest (67 per cent and 87 per cent respectively) followed by NQTs trained on EBITT routes (66 per cent and 81 per cent respectively) and NQTs trained on HEI routes (50 per cent and 75 per cent respectively).

10. In 2011: 'pupils' replaced 'children and young people'

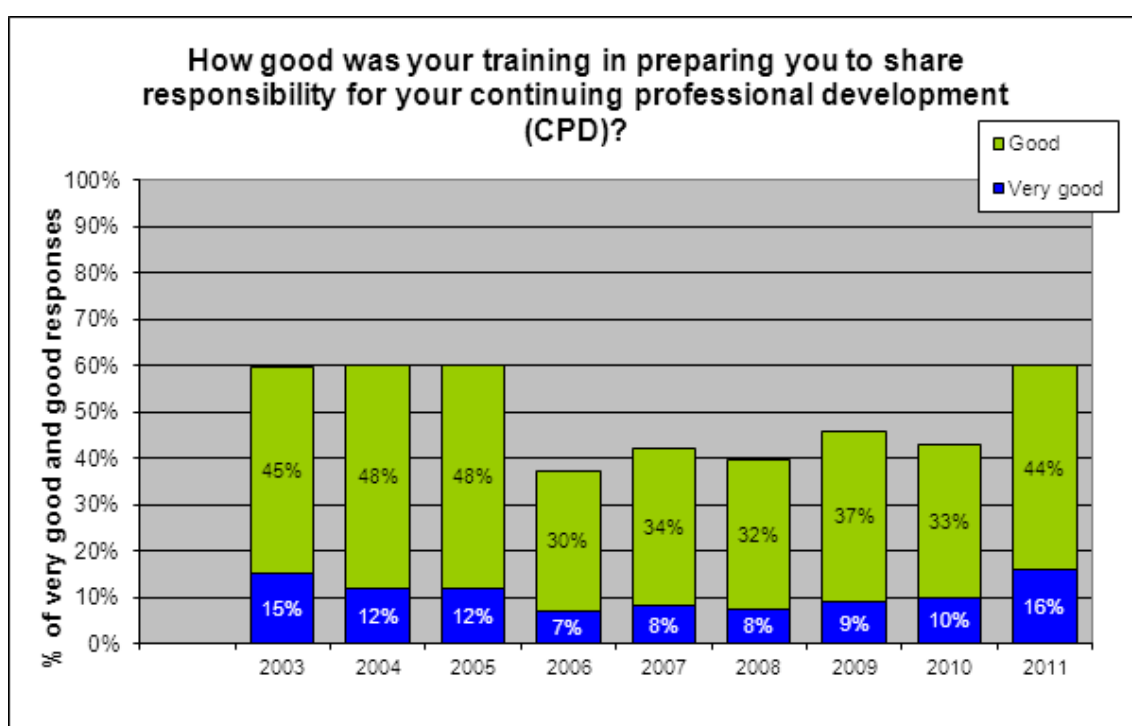
Graph 9 (primary)



Continuing professional development (CPD)

Primary trained NQTs were asked how well their training had prepared them to share responsibility for their continuing professional development (CPD) and 60 per cent rated this aspect of their training as very good or good (graph 10). At 17 percentage points this was the largest increase for any of the questions in the 2011 survey. NQTs trained on EBITT routes rated this aspect of their training the highest (72 per cent) followed by NQTs trained on SCITT routes (67 per cent) and NQTs on HEI routes (58 per cent).

Graph 10 (primary)



New questions in 2011

A number of new questions were introduced in the 2011 survey:

- ***Preparation to work with teaching assistants to achieve learning objectives***

NQTs trained on SCITT routes rated this aspect of their training the highest (85 per cent of very good and good responses) followed by NQTs trained on EBITT routes (75 per cent) and NQTs trained on HEI routes (68 per cent).

- ***Preparation to teach primary mathematics***

NQTs trained on SCITT routes rated this aspect of their training the highest (87 per cent of very good and good responses) followed by NQTs trained on HEI routes (82 per cent) and NQTs trained on EBITT routes (80 per cent).

- ***Integrating the university-delivered elements of their (NQTs') programme with the school-based placements***

NQTs trained on SCITT routes rated this aspect of their training the highest (84 per cent of very good and good responses) followed by NQTs trained on HEI routes (72 per cent) and NQTs trained on EBITT routes (70 per cent).

A number of new questions aimed only at those NQTs trained on EBITT routes were also introduced in 2011. The objective was to assess the training that these NQTs received from a university in

- ***Subject knowledge***
- ***Pedagogy***
- ***Phonics***
- ***Assessment***

The results (included in appendix 2) are of limited value at sector level at this stage, but will provide useful baseline data for future surveys. They will also inform provider level comparisons.

Secondary sector analysis

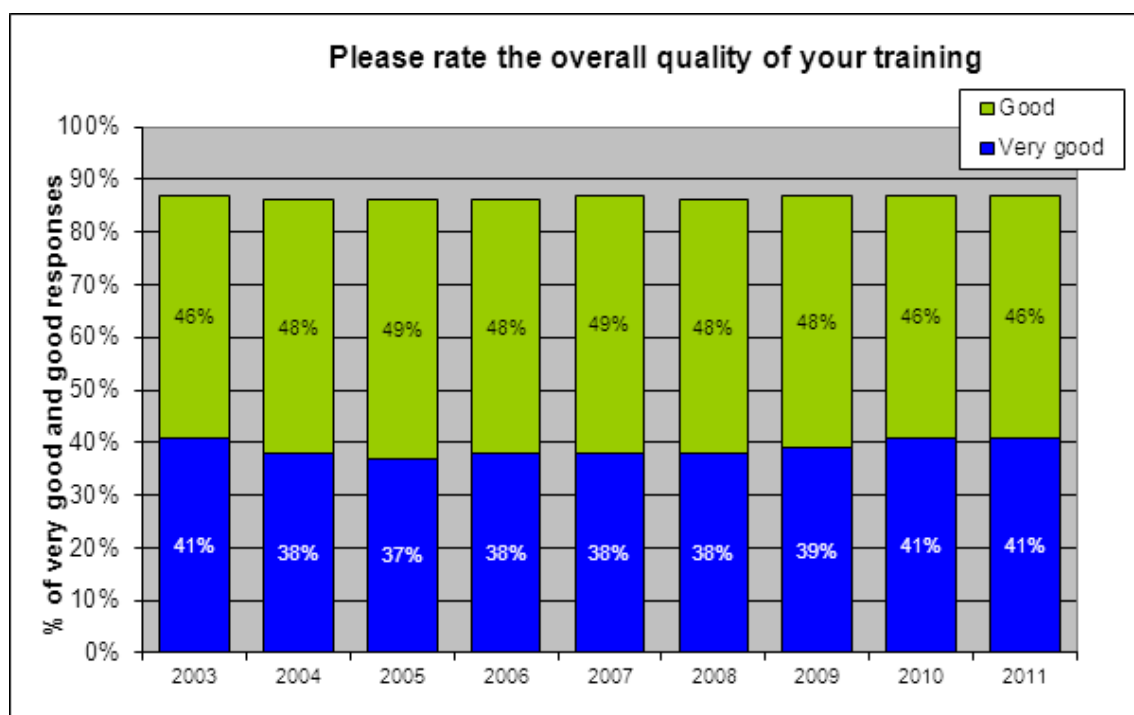
This section contains an analysis of responses to the NQT survey 2011 from approximately 7,200 secondary (including key stage 2/3) trained NQTs. Throughout this section the term ‘secondary trained NQTs’ refers to respondent NQTs who were trained on secondary and key stage 2/3 ITT courses, and it does not necessarily reflect the phase they are teaching. Detailed analyses of responses to each question are included in the 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 significant¹¹ changes in comparison with last year’s survey, the key findings are as follows:

Overall quality of training

Secondary trained NQTs were asked to rate the **overall quality of their training** (graph 12). Eighty-seven per cent of respondents rated it as very good or good, a similar response to last year. There was very little difference between the ratings of NQTs trained on SCITT routes (89 per cent), NQTs trained on HEI routes (88 per cent) and NQTs trained on EBITT routes (87 per cent).

Graph 11 (secondary)



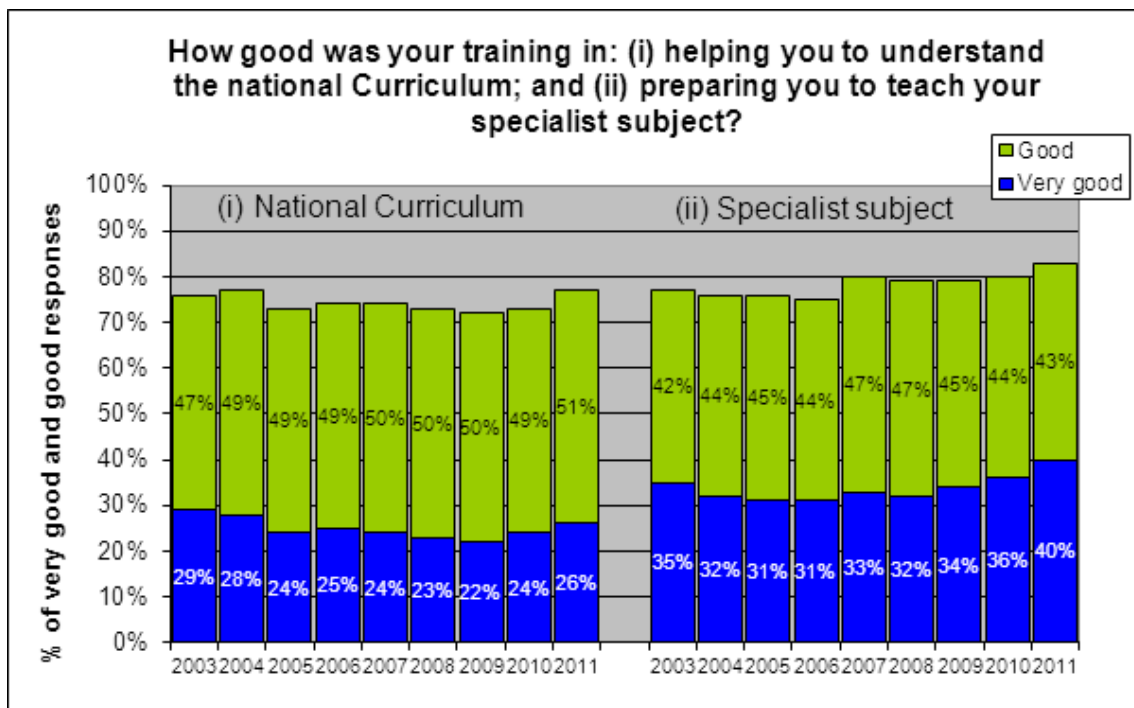
Subject knowledge

Seventy-seven per cent of NQTs rated their training as very good or good in helping them *understand the national curriculum* and 83 per cent for *preparing them to teach their specialist subject*¹² (graph 13). This is a significant improvement on last year's ratings of 73 per cent and 80 per cent respectively.

NQTs trained on SCITT routes rated both these aspects of their training the highest (80 and 85 per cent respectively) followed by NQTs trained on HEI routes (77 and 85 per cent respectively) and NQTs trained on EBITT routes (74 and 79 per cent respectively).

12. In 2011 this question was worded: how good was your training in preparing you to teach your specialist subject' compared with 'how good was your training in providing you with the relevant knowledge, skills and understanding to teach your specialist subject' in 2010

Graph 12 (secondary)



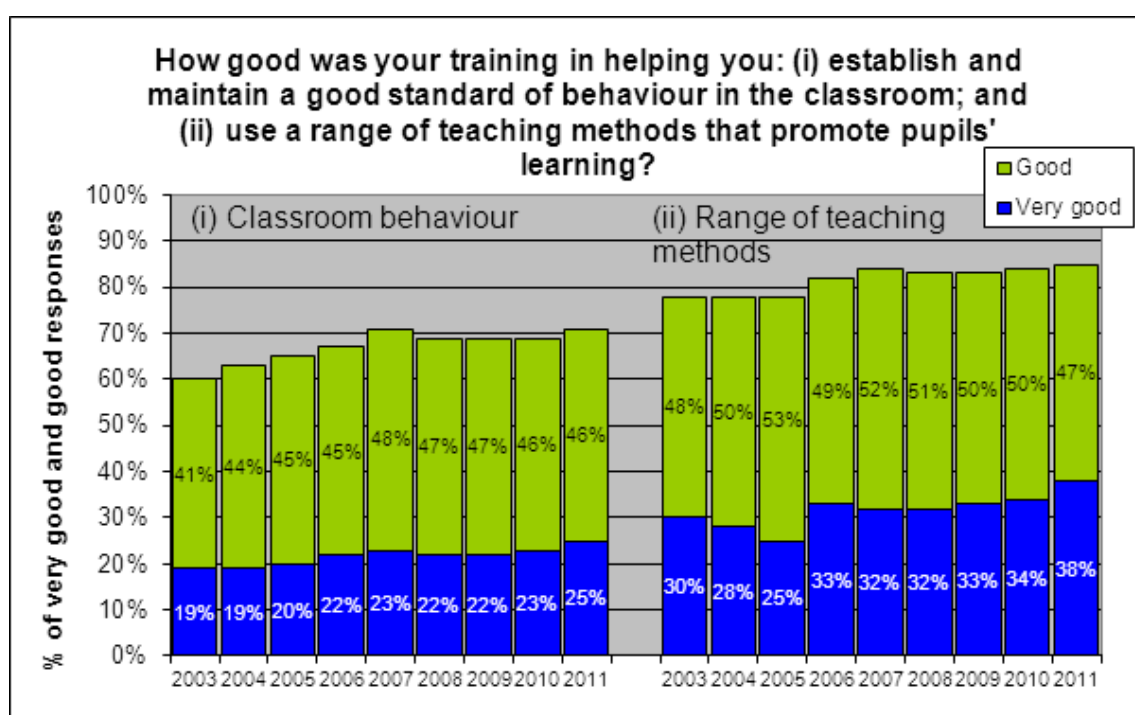
Teaching and learning

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 *to use a range of teaching methods that promote pupils¹³ learning* (graph 13). Seventy-one per cent of secondary trained NQTs responded very good or good to the ‘behaviour’ question (compared with 69 per cent last year) and 85 per cent to the ‘teaching methods’ question (compared with 84 per cent last year).

For the ‘behaviour’ question; NQTs trained on EBITT routes rated this aspect the highest (80 per cent) followed by NQTs trained on SCITT routes (79 per cent) and NQTs trained on HEI routes (69 per cent).

There were no significant differences in the way that NQTs trained on different routes rated the ‘teaching methods’ question.

Graph 13 (secondary)



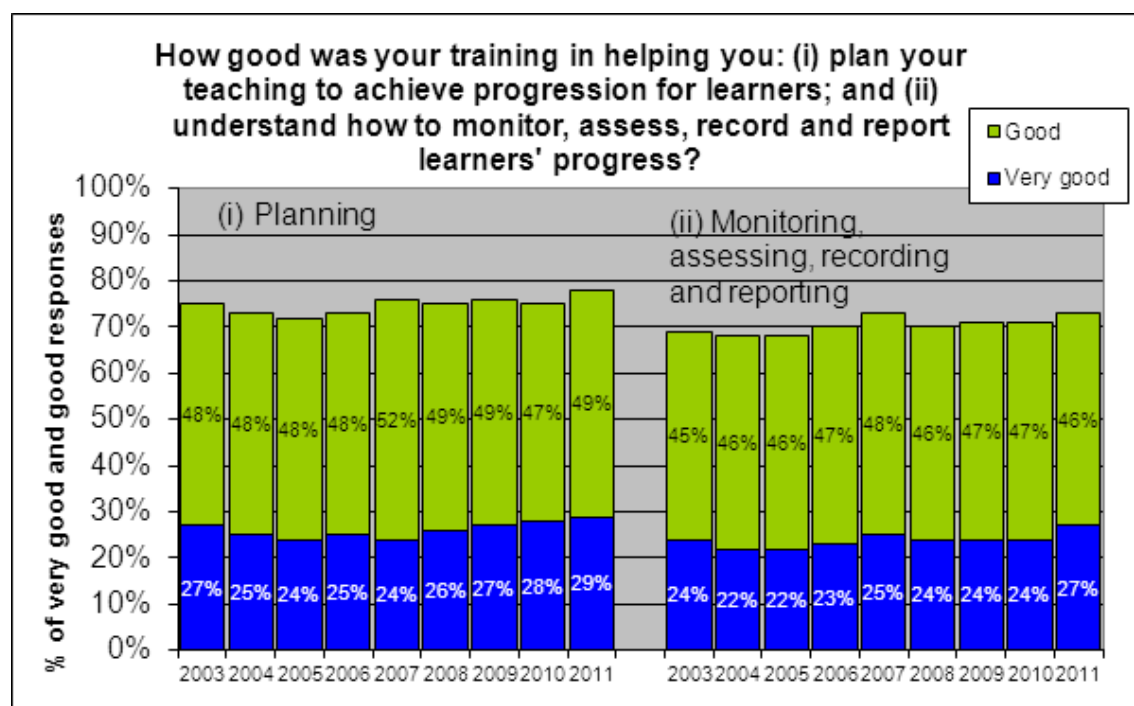
13. In 2011 ‘children’s and young people’s learning’ was replaced by ‘pupil’s learning’

When asked about their preparation to **plan their teaching to achieve progression for learners**, 78 per cent of secondary trained NQTs rated this aspect of their training as very good or good (compared with 75 per cent last year). There was also a small, but not statistically significant, increase in the way NQTs rated the question on **helping them to understand how to monitor, assess, record and report learners' progress** (73 per cent compared with 71 per cent last year) (graph 14).

In relation to the 'planning' question, NQTs trained on SCITT and EBITT routes rated this aspect of their training the highest (80 per cent) followed by NQTs trained on HEI routes (77 per cent).

In the case of the question about monitoring, assessing, recording and reporting, NQTs trained on EBITT routes rated this aspect of their training the highest (77 per cent) followed by NQTs trained on SCITT routes (76 per cent) and NQTs trained on HEI routes (71 per cent).

Graph 14 (secondary)



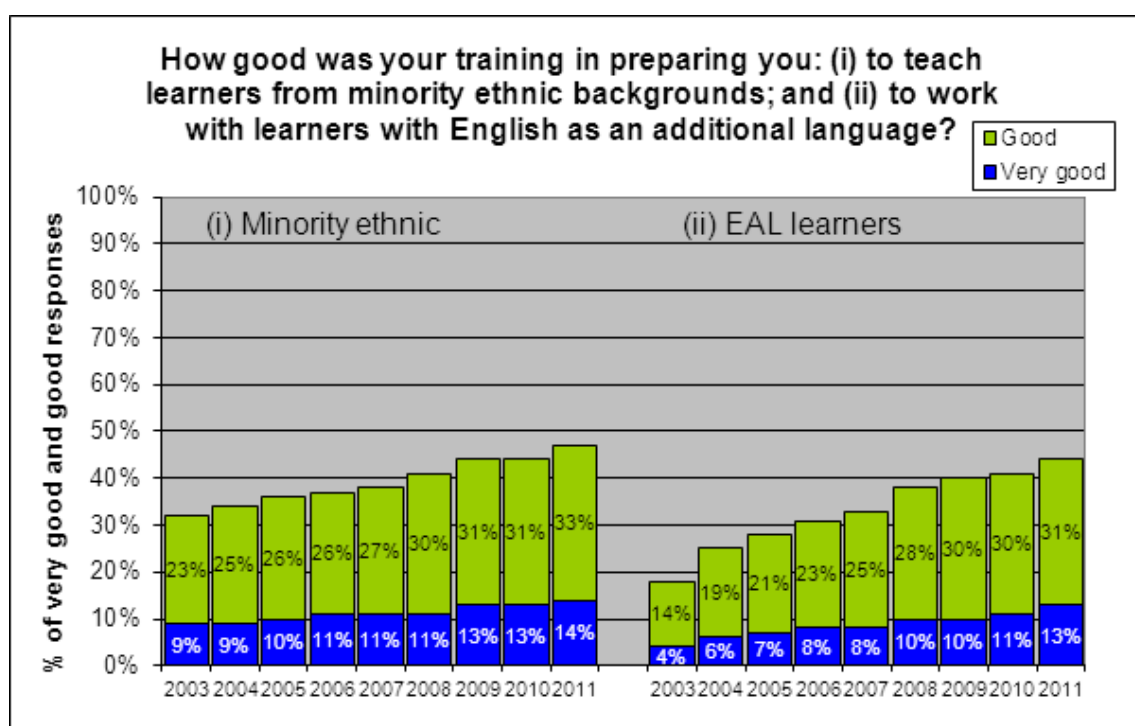
Diversity

When asked about their preparation to **teach learners from minority ethnic backgrounds and to work with learners with English as an additional language (EAL)**, 47 per cent and 44 per cent respectively of NQTs rated these aspects of their training as very good or good compared to 44 per cent and 41 per cent respectively last year (graph 15).

In relation to the 'minority ethnic backgrounds' question, NQTs trained on EBITT routes rated this aspect of their training the highest (50 per cent) followed by NQTs trained on SCITT and HEI routes (46 per cent).

In the case of the 'EAL' question, NQTs trained on EBITT routes rated this aspect of their training the highest (47 per cent) followed by NQTs trained on SCITT routes (45 per cent) and NQTs

Graph 15 (secondary)

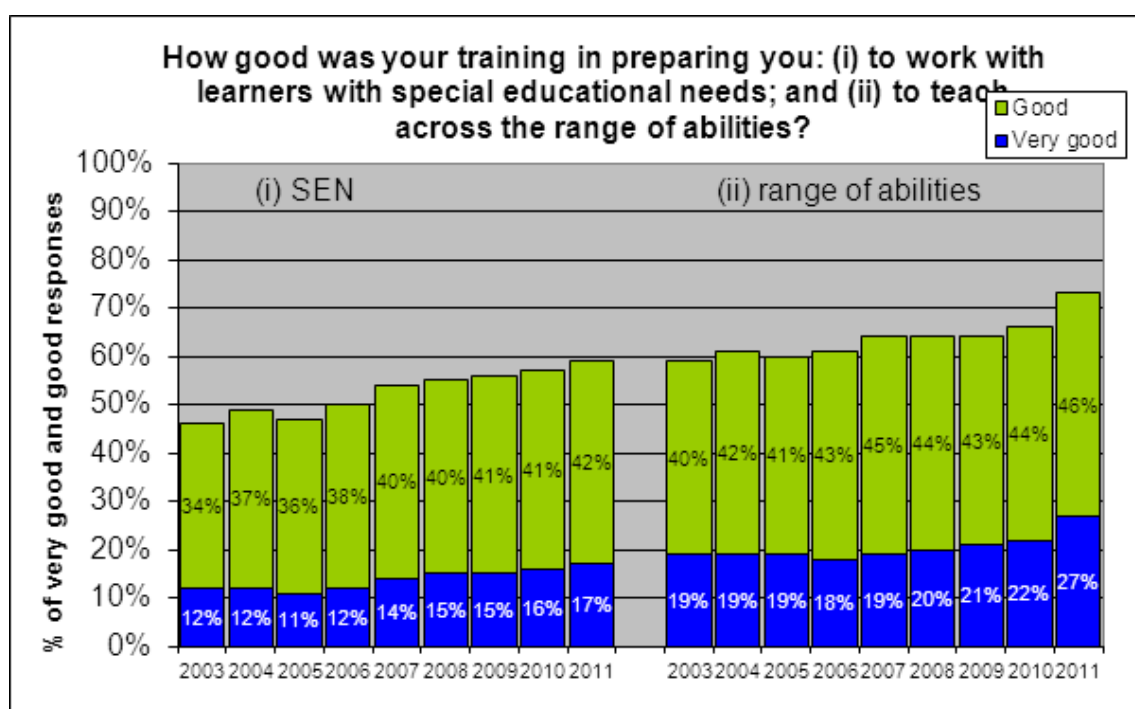


Secondary trained NQTs' rated the quality of their training in helping them to work with **learners with special educational needs (SEN)** and preparation to **teach across the range of abilities**¹⁴ (graph 16) higher than last year (59 per cent of very good or good responses to the 'SEN' question compared with 57 per cent last year, and 73 per cent of very good and good responses to the 'range of abilities' question compared with 66 per cent last year).

In the case of the 'SEN' question, NQTs trained on SCITT and EBITT routes rated their training the highest (63 per cent) followed by NQTs trained on HEI routes (58 per cent).

In relation to the question about 'teaching across a range of abilities', NQTs trained on SCITT routes rated this aspect of their training the highest (79 per cent) followed by NQTs trained on EBITT routes (76 per cent) and NQTs trained on HEI routes (73 per cent).

Graph 16 (secondary)

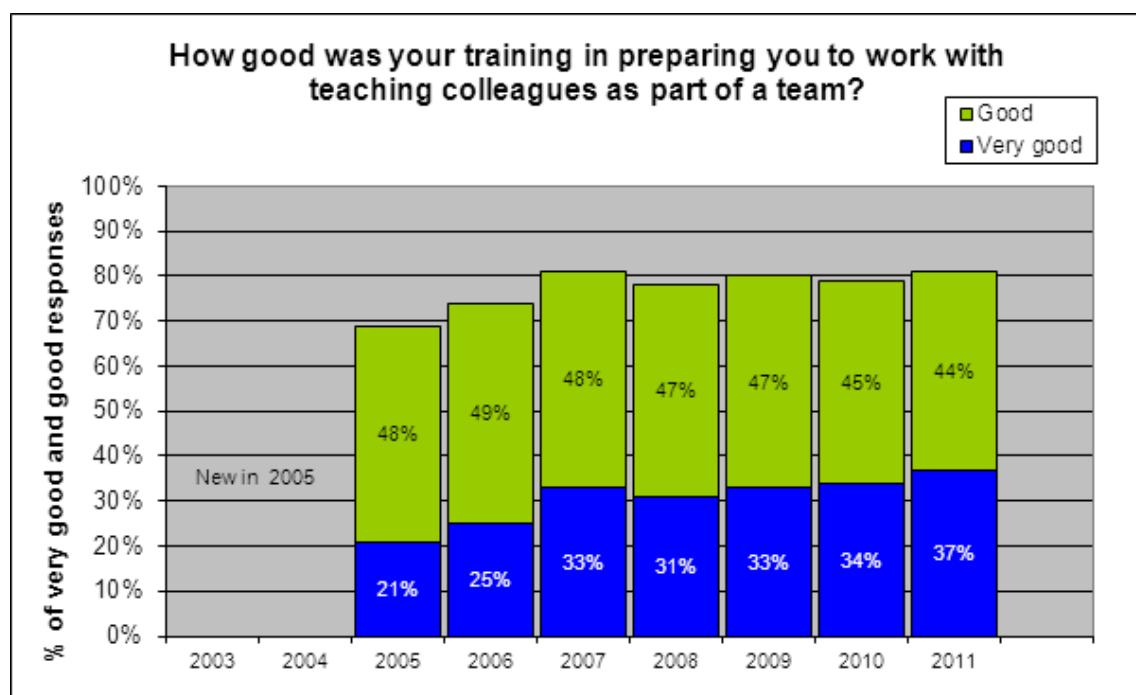


14. In 2011 the question was worded: 'preparing you to teach across the range of abilities' compared with 'preparing you to teach learners of different abilities' in 2010

The role of the teacher

We also asked NQTs to rate their training in preparing them to **work with teaching colleagues as part of a team** (graph 17). Eighty-one per cent of secondary trained NQTs rated this aspect of their training as very good or good compared with 79 per cent last year. There was no significant difference in the rating of NQTs trained on different routes.

Graph 17 (secondary)



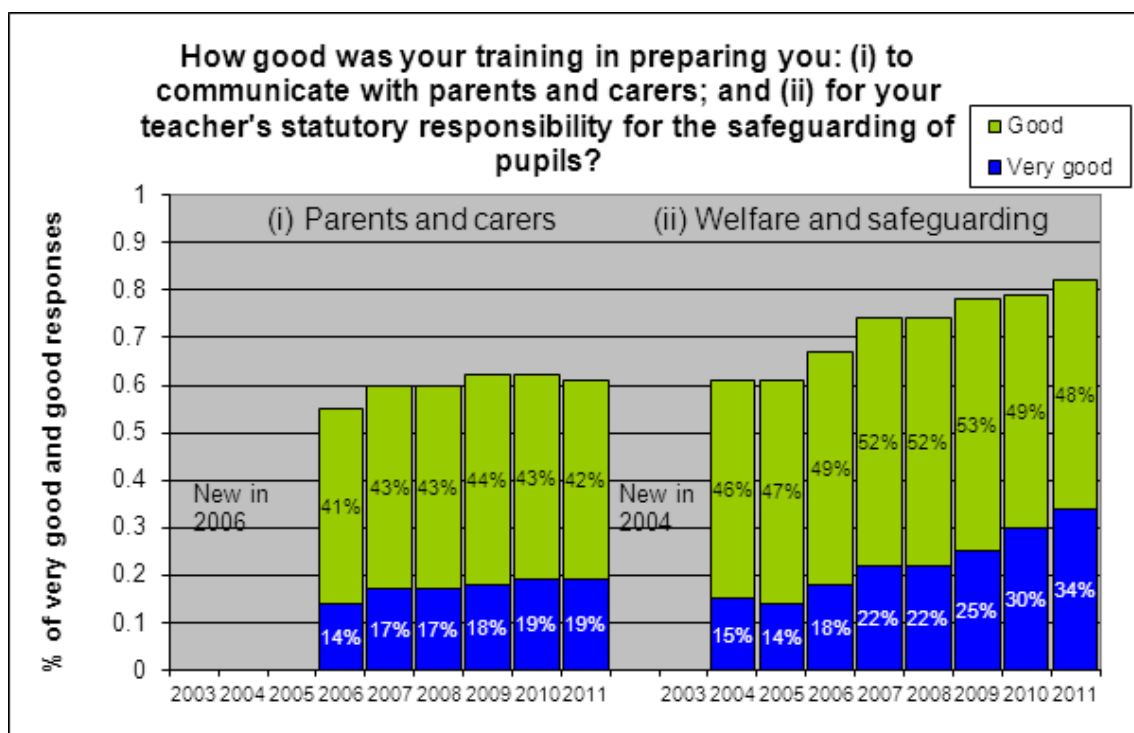
Sixty-one per cent of secondary trained NQTs rated their preparation **to communicate with parents and carers** as very good or good compared with 62 per cent last year (the difference is not statistically significant), and 82 per cent of NQTs rated their preparation for **the teacher's statutory responsibility for the welfare and safeguarding of pupils**¹⁵ as very good or good compared with 79 per cent last year (graph 18).

In relation to the 'communication' question, NQTs trained on EBITT routes gave the highest rating (72 per cent) followed by NQTs trained on SCITT routes (65 per cent) and NQTs trained on HEI routes (57 per cent).

In the case of the 'welfare and safeguarding' question, NQTs trained on SCITT and EBITT routes gave the highest ratings (85 per cent) followed by NQTs trained on HEI routes (83 per cent).

15. In 2011: 'pupils' replaced 'children and young people'

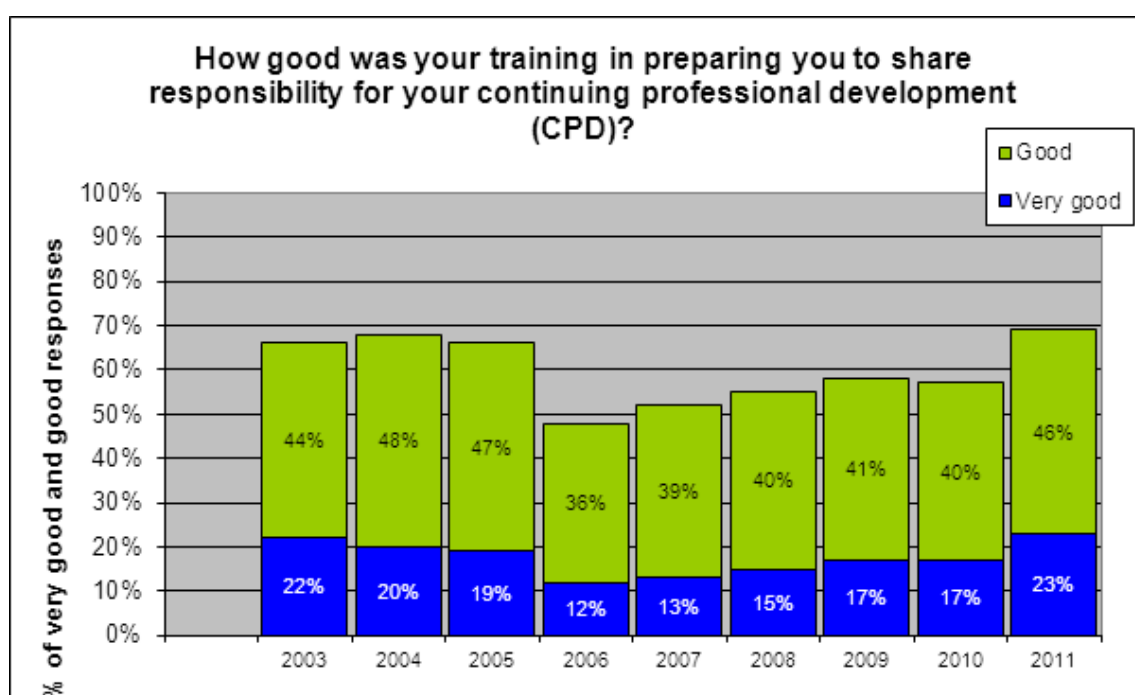
Graph 18 (secondary)



Continuing professional development (CPD)

Secondary trained NQTs were asked how well their training had prepared them **to share responsibility for their continuing professional development (CPD)** and 69 per cent rated this aspect of their training as very good or good (graph 19) compared with 57 per cent last year. NQTs trained on SCITT routes rated this aspect of their training the highest (72 per cent) followed by NQTs trained on EBITT and HEI routes (69 per cent).

Graph 19 (secondary)



New questions in 2011

A number of new questions were introduced in the 2011 survey:

- ***Preparation to work with teaching assistants to achieve learning objectives***

NQTs trained on SCITT routes rated this aspect of their training the highest (68 per cent of very good and good responses) followed by NQTs trained on EBITT routes (62 per cent) and NQTs trained on HEI routes (57 per cent).

- ***Integrating the university-delivered elements of their (NQTs') programme with the school-based placements***

NQTs trained on HEI routes rated this aspect of their training the highest (70 per cent of very good and good responses) followed by NQTs trained on SCITT routes (65 per cent) and NQTs trained on EBITT routes (58 per cent).

A number of new questions aimed only at those NQTs trained on EBITT routes were also introduced in 2011. The objective was to assess the training that these NQTs received from a university in

- ***Subject knowledge***
- ***Pedagogy***
- ***Phonics***
- ***Assessment***

The results (included in appendix 2) are of limited value at sector level at this stage, but will provide useful baseline data for future surveys. They will also inform provider level comparisons.

NQTs' current employment circumstances

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

- There was no difference in the proportion of primary trained respondents employed in teaching compared with secondary trained respondents (93 per cent), but both figures were slightly down on last year's figures (94 and 95 per cent respectively).
- The pattern of employment of primary trained NQTs was different from secondary trained NQTs. For example:
 - o Forty-two per cent of primary trained NQTs had permanent teaching contracts compared with 63 per cent of secondary trained NQTs (Last year the figures were 46 and 69 per cent respectively).
 - o Thirty-six per cent of primary trained NQTs had fixed term teaching contracts compared with 22 per cent of secondary trained NQTs (Last year the figures were 33 per cent and 18 per cent respectively).
 - o Fifteen per cent of primary trained NQTs had teaching supply contracts compared with eight per cent of secondary trained NQTs (Last year the figures were fifteen per cent and seven per cent respectively).
- Primary trained NQTs made on average 5.7 applications (from those making between one and 19 applications) before taking up their current position, although 10 per cent (602) indicated they had made 20 or more applications (Last year the figures were 5.6 and thirteen per cent made 20 or more applications).
- Secondary trained NQTs made on average 4.1 applications before taking up their current teaching position, and four per cent (284) indicated they had made 20 or more applications (Last year the figures were 3.6 applications with three per cent making 20 or more applications).
- Primary trained NQTs had on average 2.4 interviews before taking up their current position, although four NQTs indicated they had 20 or more interviews (Last year the figures were 2.4 and six indicated they had 20 or more interviews).
- Secondary trained NQTs had on average 2.3 interviews and six indicate they had 20 or more interviews (Last year the figures were 2.2 and one).
- Fifty-three per cent of primary trained NQTs rated the application and interview support they received as very good or good compared with 64 per cent of secondary trained NQTs (Last year the figures were 50 and 65 per cent respectively).

- Forty-six per cent of primary trained NQTs and 53 per cent of secondary trained NQTs indicated they had another career prior to beginning their teacher training, compared with 45 per cent and 54 per cent last year.
- Fifteen per cent of primary trained NQTs and 21 per cent of secondary trained NQTs indicated they had relocated to take up their teaching position (Last year the figures were 19 per cent and 23 per cent).
- Twenty per cent of primary trained NQTs and 28 per cent of secondary trained NQTs indicated they were working in a school in which they trained (Last year the figures were 24 per cent and 32 per cent).
- The pattern of employment for primary trained NQTs showed large regional variations. For example:
 - o Sixty-two per cent of NQTs trained in the London region had permanent teaching contracts compared with 24 per cent in the North West region (Last year 64 per cent of NQTs trained in London had permanent teaching contracts).
 - o Forty-six per cent of NQTs trained in the Yorkshire and The Humber region had fixed term teaching contracts compared 20 per cent in London.
 - o Twenty-six per cent of NQTs trained in the North West and North East had teaching supply contracts compared five per cent in the Eastern region.
- The pattern of employment for secondary trained NQTs also showed regional variation, but not as large as primary. For example:
 - o Fifty-two per cent of NQTs trained in the North West region had a permanent teaching contract compared with 73 per cent in the Eastern region (Last year the figures were 60 per cent for the North West and 85 per cent for the Eastern region)
 - o Twenty-six per cent of NQTs trained in the North East and North West regions had a fixed term teaching contract compared with 17 per cent in the Eastern region.
 - o Fourteen per cent of NQTs trained in the North West and North East regions had teaching supply contracts compared with five per cent in the Eastern and South East regions.

NQTs' induction status and experiences

- Seventy-seven per cent of primary trained NQTs indicated they had started their induction compared with 83 per cent of secondary trained NQTs (Last year the figures were 78 per cent and 85 per cent).

For those NQTs who had started their induction:

- Ninety-six per cent of primary and 95 per cent of secondary trained NQTs indicated they were getting ten per cent free time in addition to planning, preparation and assessment (PPA) time (Last year the figure was 96 per cent for each)
- 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 88 per cent and 85 per cent)
- Ninety-eight per cent of primary and 97 per cent of secondary trained NQTs indicated they had the support of an induction tutor (Last year the figures were 98 per cent for each).
- Ninety-eight per cent of primary trained NQTs and 96 per cent of secondary trained NQTs indicated they were receiving observations followed by reviews with their induction tutor (Last year the figures were 98 per cent and 97 per cent).



The newly qualified teacher survey 2011

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



999999

1. Please rate the following:

Very good Good Satisfactory Poor

a. the overall quality of your training

2. How good was your *training* (not your induction) in:

Very good Good Satisfactory Poor

a. helping you to understand the national curriculum?

b. preparing you to teach your specialist subject?

c. preparing you to use information and communication technology (ICT) more effectively in your teaching?

d. helping you to plan your teaching to achieve progression for learners?

e. preparing you to teach across the range of abilities?

f. preparing you to teach learners from minority ethnic backgrounds?

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

h. helping you to use a range of teaching methods that promote pupils' learning?

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

j. preparing you to share responsibility for your continuing professional development (CPD)?

k. helping you to teach pupils with special educational needs in your classes, with appropriate support?

l. preparing you to work with learners with English as an additional language?

m. preparing you to work with teaching colleagues as part of a team?

n. preparing you to work with teaching assistants (including other adults) to achieve learning objectives?

o. preparing you to communicate with parents and carers?

p. preparing you for your teacher's statutory responsibility for the welfare and safety of pupils?

q. preparing you to teach reading including phonics and comprehension?

r. preparing you to teach primary mathematics?

s. integrating the university delivered elements of your programme with the school-based placements?

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- t. (for employment-based trainees only) the training you received from a university in:

i. subject knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. pedagogy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. phonics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. On which specialist primary language programme which included a four week placement abroad were you trained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. E-safety	Yes	No
a. Did you receive e-safety training during your teacher training?	<input type="checkbox"/>	<input type="checkbox"/>
b. Was it relevant and effective?	<input type="checkbox"/>	<input type="checkbox"/>

5. Please rate the importance of the following TDA pre-initial teacher training services and activities in helping you to 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaching Information Line (TIL) by phone/online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. TDA teaching advocate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Open Schools Programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Taster course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student Associates Scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. TDA teaching recruitment event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. TDA website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Subject enhancement or extension course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Subject knowledge booster course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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■ **7. 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Very good	Good	Satisfactory	Poor
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f. How good was your training in helping you to apply confidently for teaching positions (e.g. support with job applications and interviews)?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Yes	No
-----	----

g. Did you have a career (other than student) prior to beginning teacher training?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

If yes, what was your previous career?

■ **8. 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"/>
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	N/A	Yes	No
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- c. Does your induction to date:
- i. support you to teach pupils with special educational needs in your classes?
 - ii. support you to teach reading including phonics and comprehension?
 - iii. support you to teach primary mathematics?
 - iv. support you to establish and maintain a good standard of behaviour in the classroom?

9. 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 (please write clearly in BLOCK CAPITALS) and telephone number below:

E-mail: _____ Tel: _____

10. If you wish to add any further comments about your training or induction, please do so below
(please write clearly in BLOCK CAPITALS). 999999

Training

Induction

- 11. Disability** Yes No
- Do you have an impairment, disability, learning difficulty or mental health difficulty?

Please return your completed survey in the envelope provided to:
NQT survey, PECC Ltd, PO Box 74, Chepstow NP16 5WT

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 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 used solely for this purpose.

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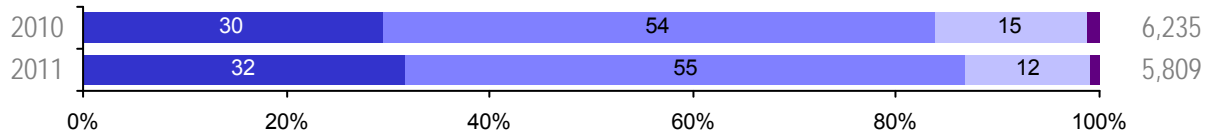
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Figure 101 The newly qualified teacher survey
Primary courses.

Q 1 How NQTs rated:

a the overall quality of their training.



Z score = -4.5445

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

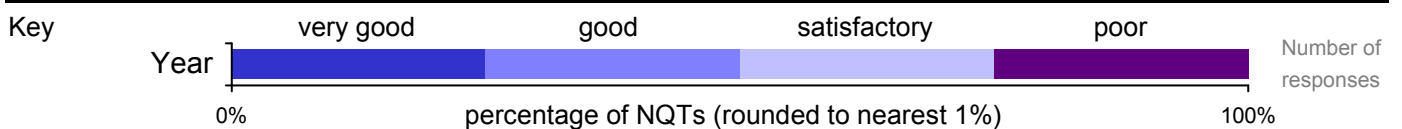
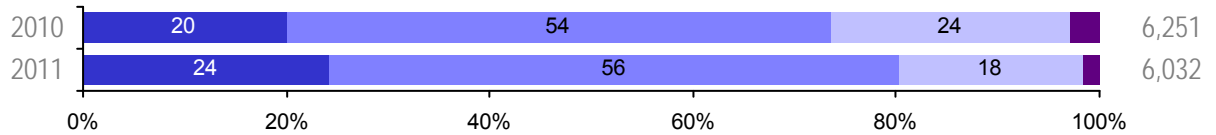


Figure 102 The newly qualified teacher survey
Primary courses.

Q 2 How NQTs rated their training in:

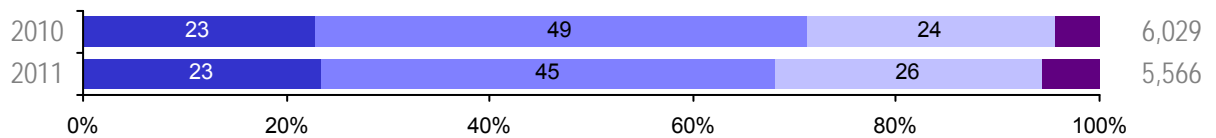
a helping them to understand the national curriculum.



Z score = -8.8937

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

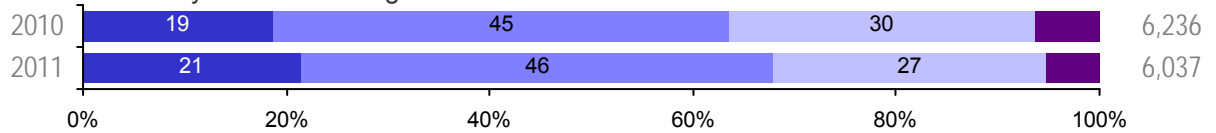
b preparing them to teach their specialist subject.



Z score = 3.8064

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

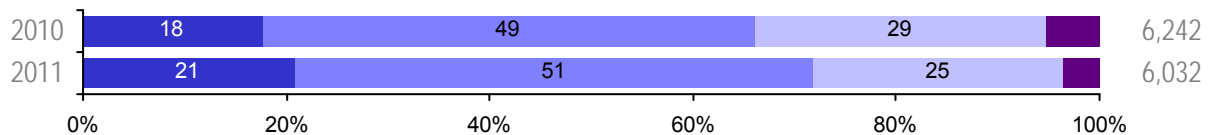
c preparing them to use information and communication technology (ICT) more effectively in their teaching.



Z score = -4.8830

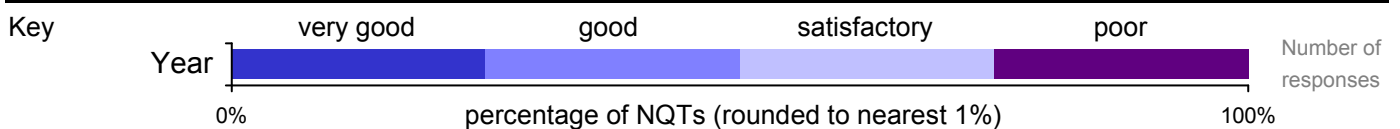
At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

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

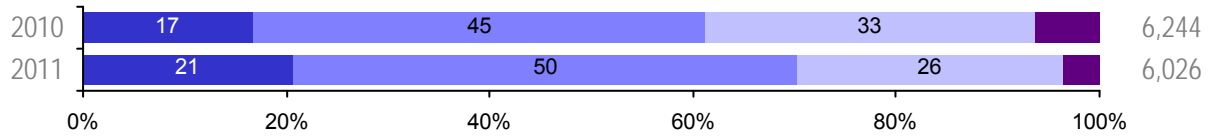


Z score = -6.7825

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.



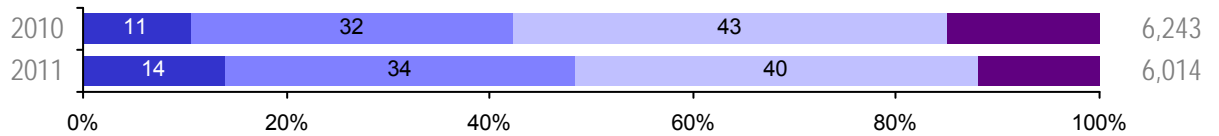
e preparing them to teach across the range of abilities.



Z score = -10.6191

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

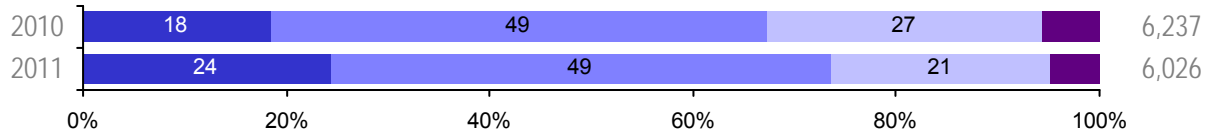
f preparing them to teach learners from minority ethnic backgrounds.



Z score = -6.6021

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

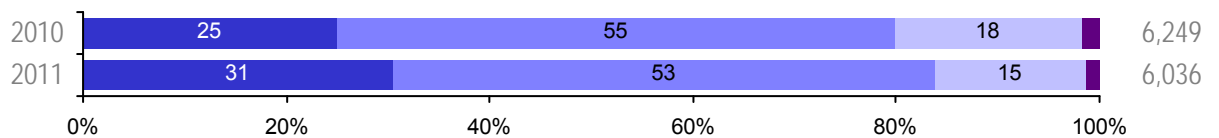
g helping them to establish and maintain a good standard of behaviour in the classroom.



Z score = -7.6147

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

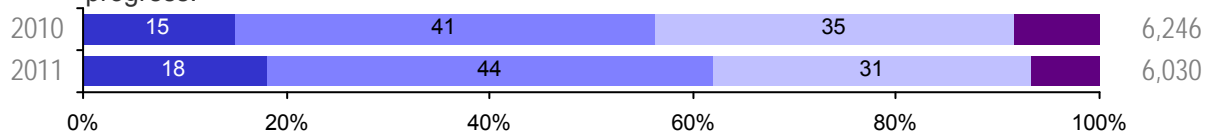
h helping them to use a range of teaching methods that promote pupils' learning.



Z score = -5.8867

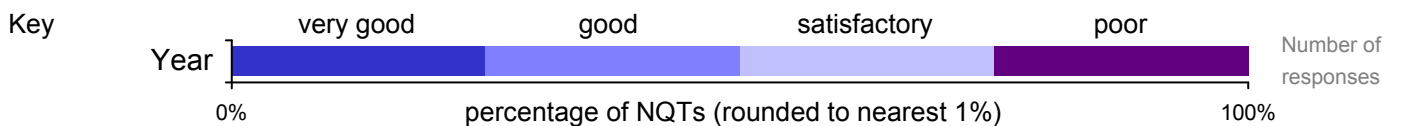
At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

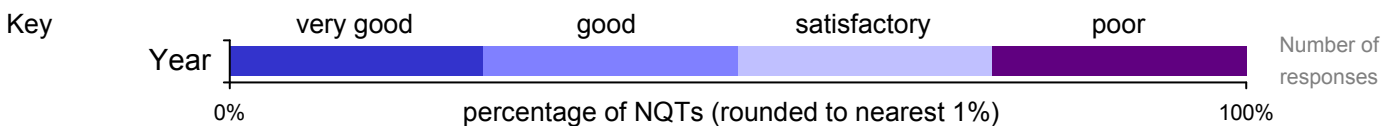
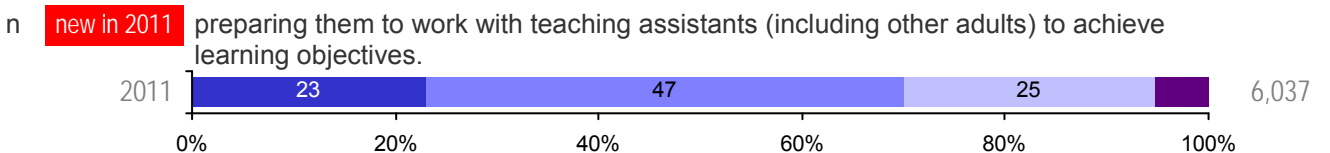
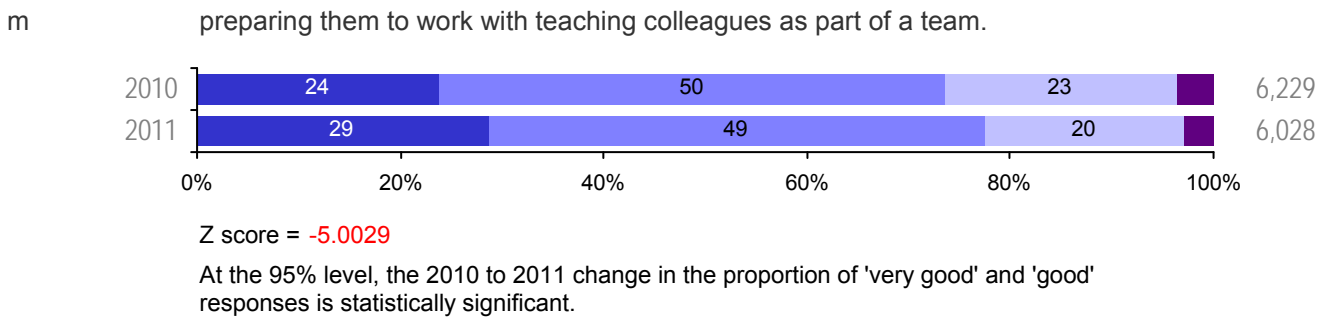
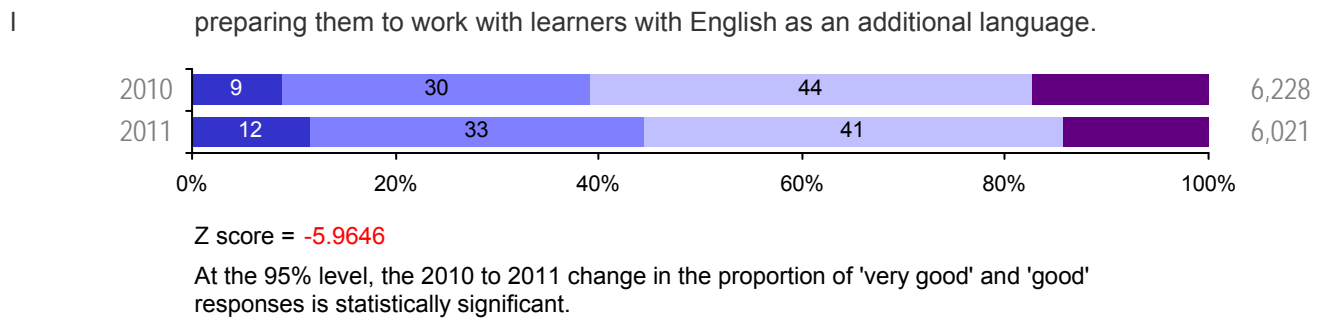
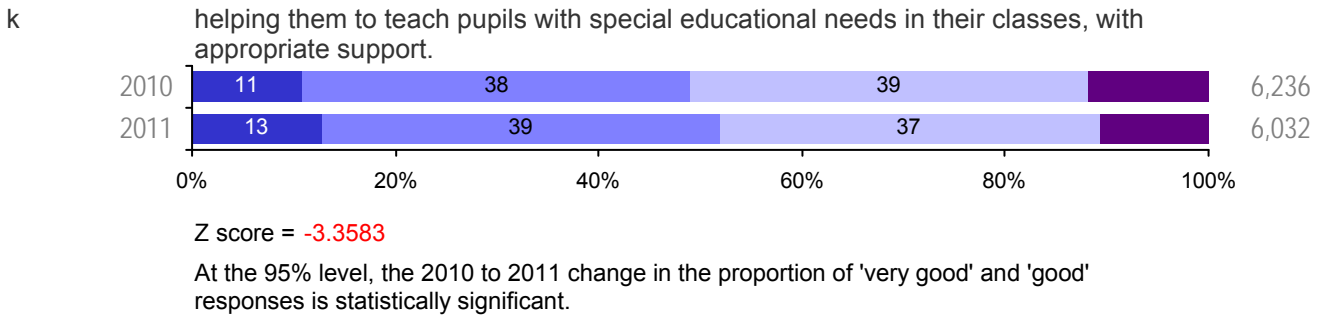
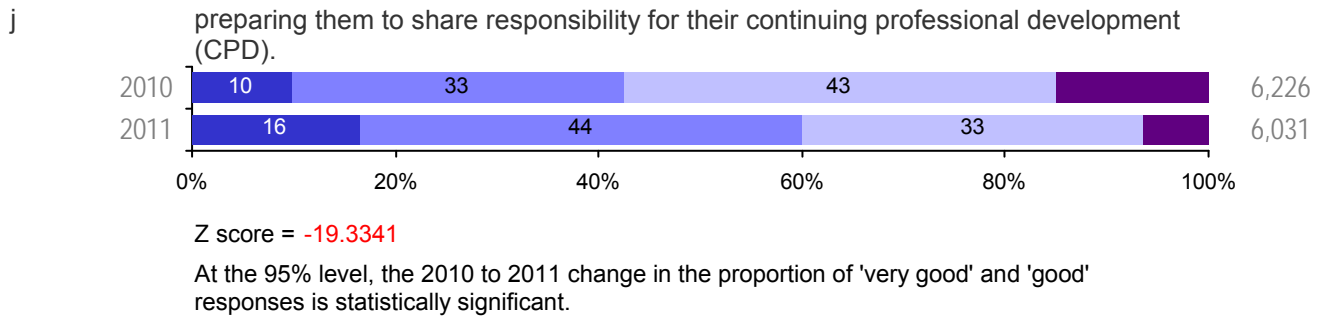
i helping them to understand how to monitor, assess, record and report learners' progress.



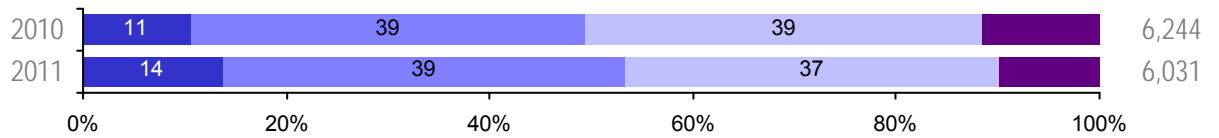
Z score = -6.3794

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.





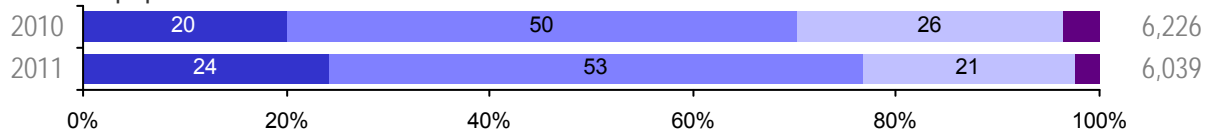
o **new in 2006** preparing them to communicate with parents and carers.



Z score = **-4.3768**

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

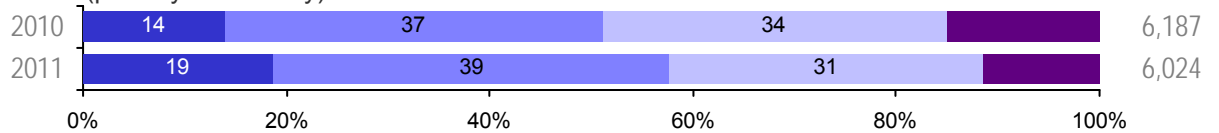
p preparing them for their teacher's statutory responsibility for the welfare and safety of pupils.



Z score = **-8.2135**

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

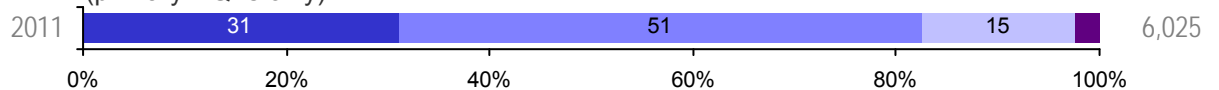
q **new in 2007** preparing them to teach reading including phonics and comprehension. (primary NQTs only)



Z score = **-7.1350**

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

r **new in 2011** preparing them to teach primary mathematics. (primary NQTs only)



s **new in 2011** integrating the university-delivered elements of their programme with the school-based placements.

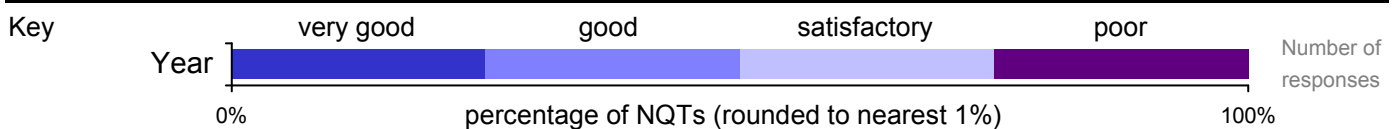
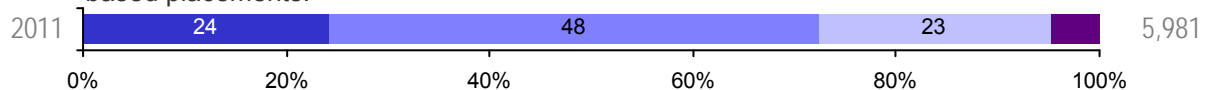
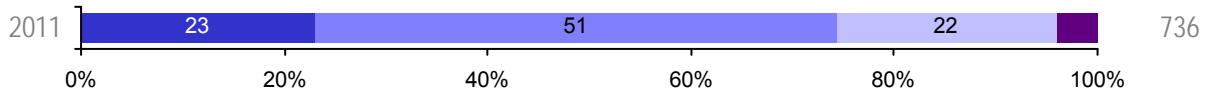


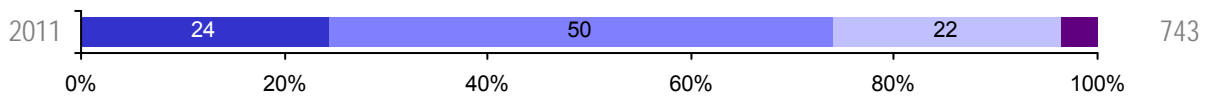
Figure 102 The newly qualified teacher survey
Primary courses.

Q 2 (continued) How NQTs rated the training they received from a university in:
 (employment-based teacher training schemes only)

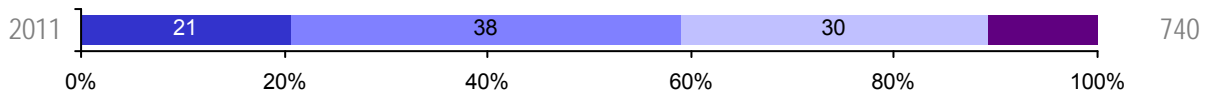
t i **new in 2011** subject knowledge.



t ii **new in 2011** pedagogy.



t iii **new in 2011** phonics.



t iv **new in 2011** assessment.

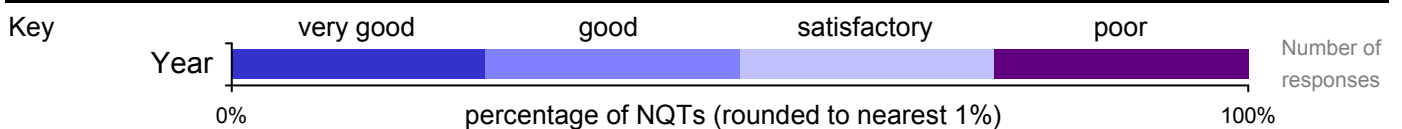
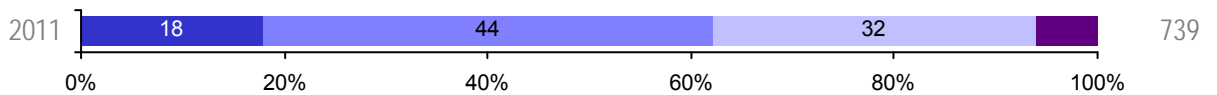


Figure 201 The newly qualified teacher survey
Secondary * courses.

Q 1 How NQTs rated:

a the overall quality of their training.

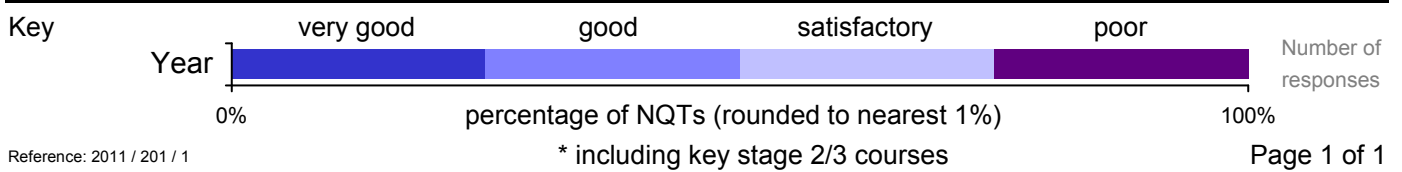
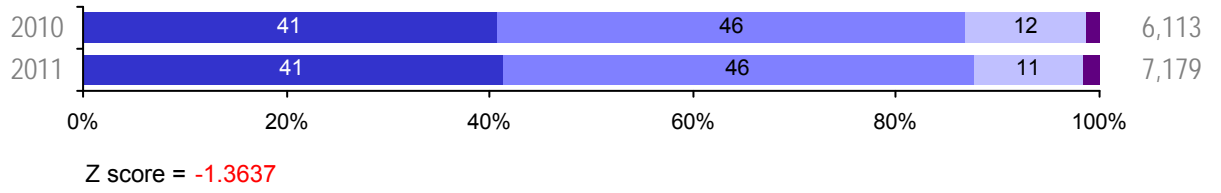
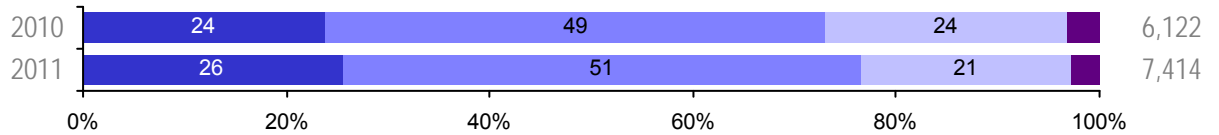


Figure 202 The newly qualified teacher survey
Secondary * courses.

Q 2 How NQTs rated their training in:

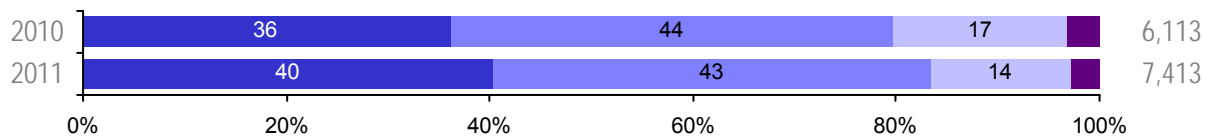
a helping them to understand the national curriculum.



Z score = -4.8000

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

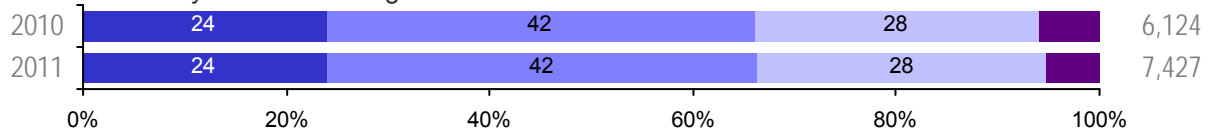
b preparing them to teach their specialist subject.



Z score = -5.3921

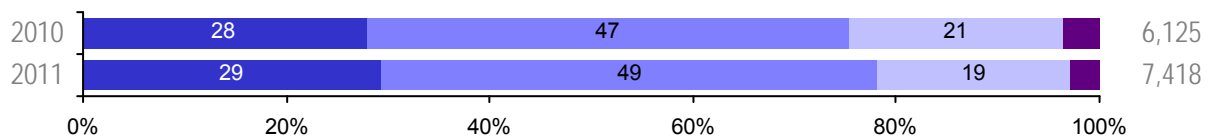
At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

c preparing them to use information and communication technology (ICT) more effectively in their teaching.



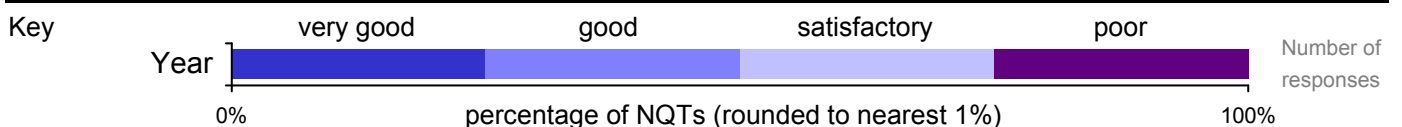
Z score = -0.2321

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

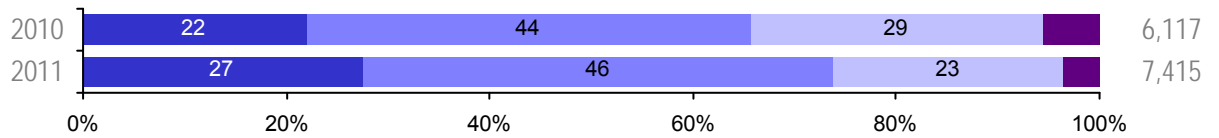


Z score = -3.7758

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.



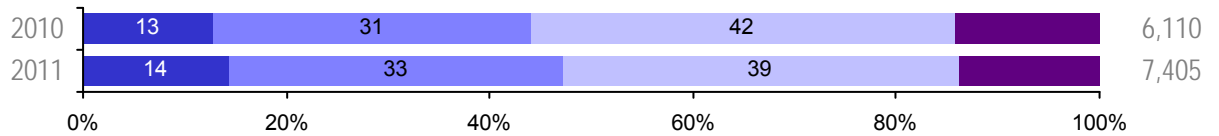
e preparing them to teach across the range of abilities.



Z score = -10.0686

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

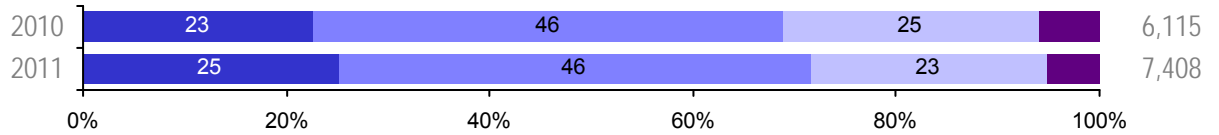
f preparing them to teach learners from minority ethnic backgrounds.



Z score = -3.5222

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

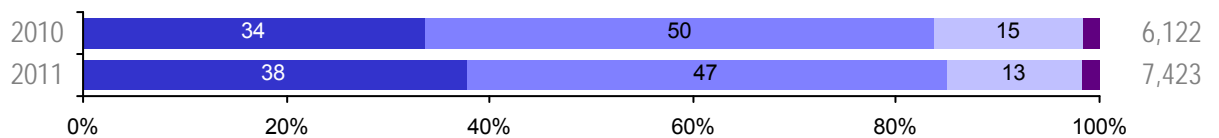
g helping them to establish and maintain a good standard of behaviour in the classroom.



Z score = -3.5276

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

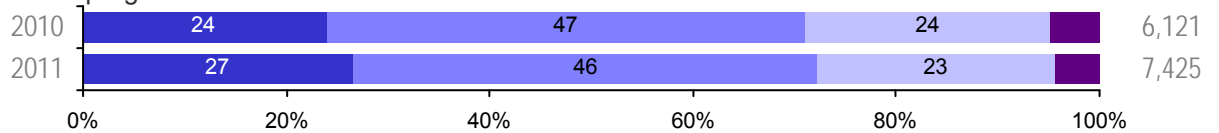
h helping them to use a range of teaching methods that promote pupils' learning.



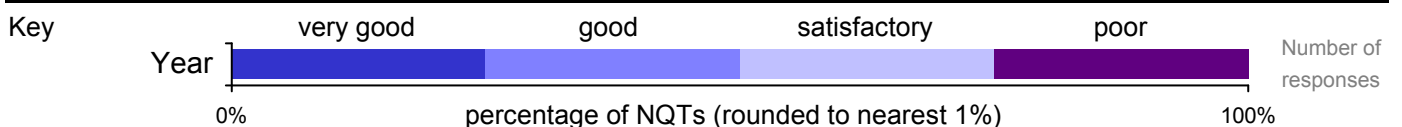
Z score = -2.4182

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

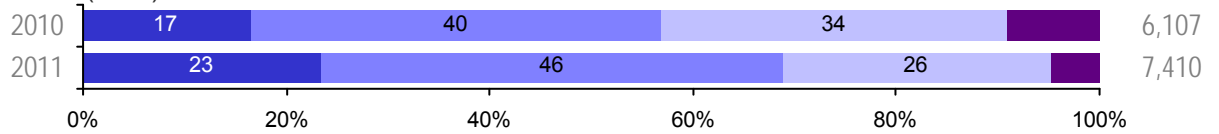
i helping them to understand how to monitor, assess, record and report learners' progress.



Z score = -1.6163



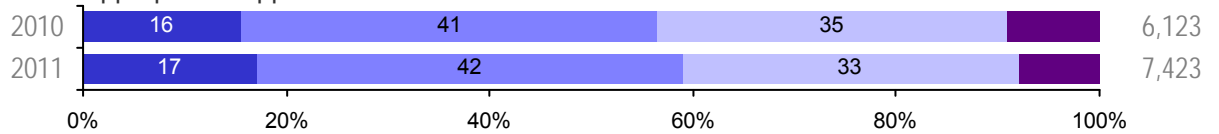
j preparing them to share responsibility for their continuing professional development (CPD).



Z score = -14.4897

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

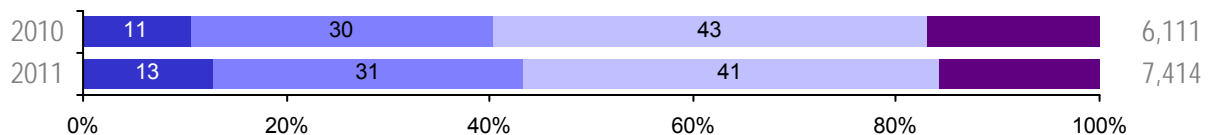
k helping them to teach pupils with special educational needs in their classes, with appropriate support.



Z score = -2.8633

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

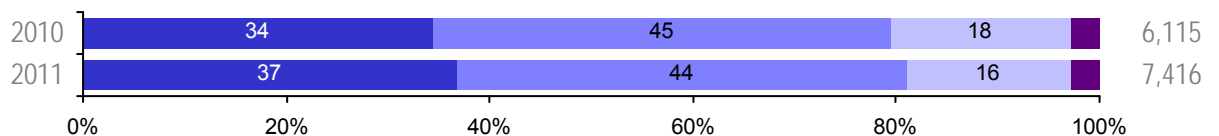
l preparing them to work with learners with English as an additional language.



Z score = -3.5880

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

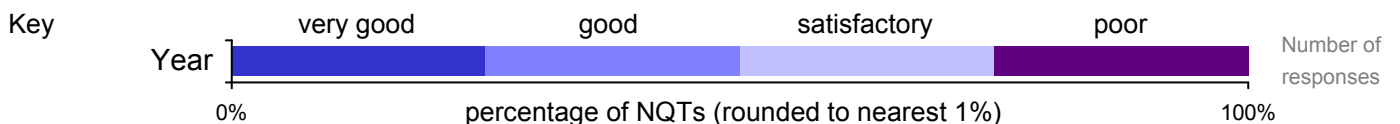
m preparing them to work with teaching colleagues as part of a team.



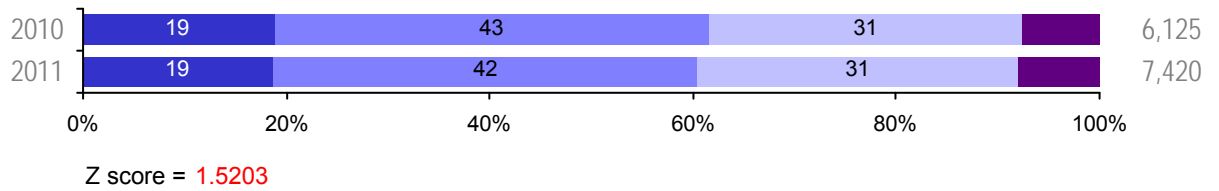
Z score = -2.3913

At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

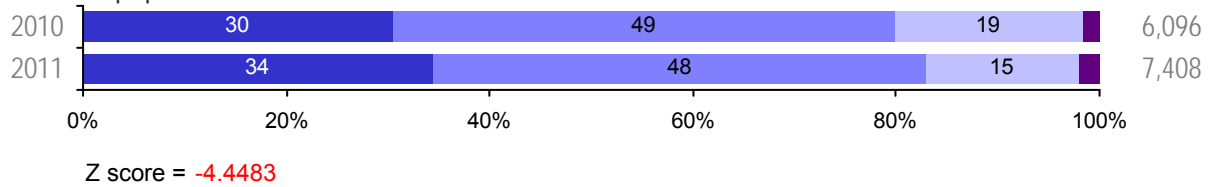
n new in 2011 preparing them to work with teaching assistants (including other adults) to achieve learning objectives.



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



p preparing them for their teacher's statutory responsibility for the welfare and safety of pupils.



At the 95% level, the 2010 to 2011 change in the proportion of 'very good' and 'good' responses is statistically significant.

q **new in 2007** preparing them to teach reading including phonics and comprehension. (primary NQTs only)

r **new in 2011** preparing them to teach primary mathematics. (primary NQTs only)

s **new in 2011** integrating the university-delivered elements of their programme with the school-based placements.

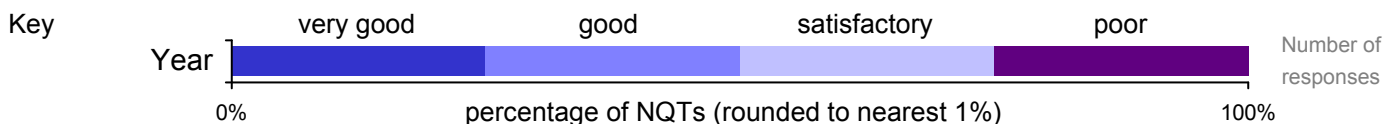
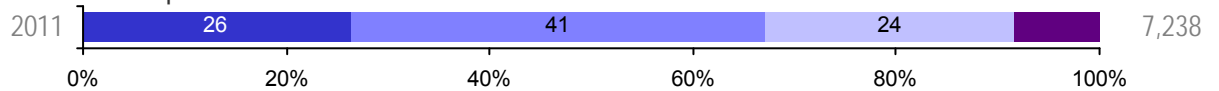
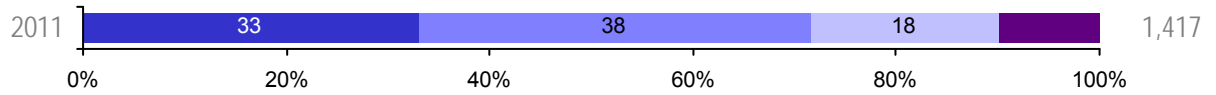


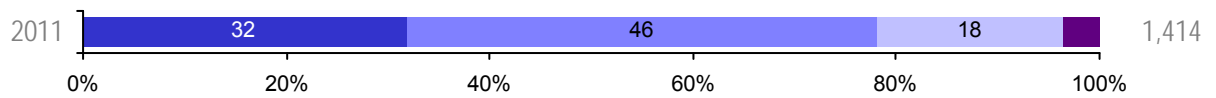
Figure 202 The newly qualified teacher survey
Secondary * courses.

Q 2 (continued) How NQTs rated the training they received from a university in:
 (employment-based teacher training schemes only)

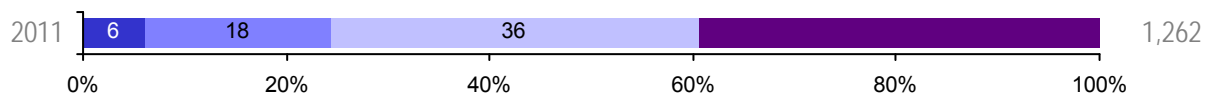
t i **new in 2011** subject knowledge.



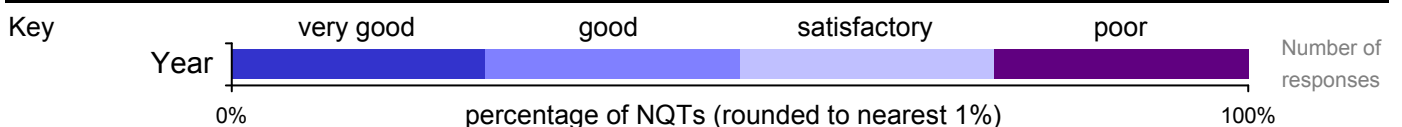
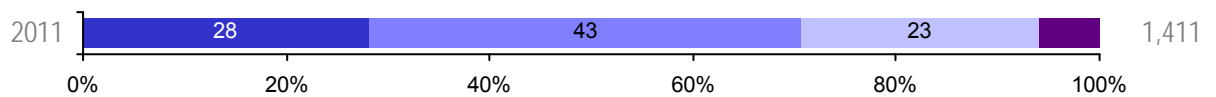
t ii **new in 2011** pedagogy.



t iii **new in 2011** phonics.



t iv **new in 2011** assessment.



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