



National College for
Teaching & Leadership

Qualitative Research with Shortage Subject Teaching Candidates: The Journey to Teacher Training

**Technical annexe: Online survey of
graduate teacher training registry GTTR
applicants with a focus on shortage
subjects**

October 2014

Ceri Matthias - BMG Research

Contents

Table of figures	3
Introduction	5
Background and methodology	5
Understanding the report	7
Key Findings	8
Profile of Respondents	10
Date of application	10
Subject	11
Student, Career Finder and Career Changer	12
Success in Application	14
Application to GTTR	14
Application to School Direct	15
Support Received	17
Types of support received	17
Sources of support received	18
Support and help identified as desirable	21
Get into Teaching	23
Awareness at time of application	23
Registration with Get into Teaching	25
Whether Get into Teaching met expectations	29
Get into Teaching resources	30
Appendix: Questionnaire	35
Appendix: Statement of Compliance	41

Table of figures

Figure 1: Sample profile and response rate.	6
Figure 2: Q1a. When did you apply to GTTR for initial teacher training?	10
Figure 3: Q1b. What subject(s) did you apply to teach?	11
Figure 4: Q1c. Please select the statement that most closely matches your circumstances	12
Figure 5: Q1c. Please select the statement that most closely matches your circumstances	13
Figure 6: Q2. Were you successful in your GTTR application for initial teacher training?	14
Figure 7: Q3a. Did you also apply for a place with School Direct? Q4. Were you successful in your application with School Direct?	15
Figure 8: Q5a. What kinds of help and support did you receive during your decision-making and application to teacher training?	17
Figure 9: Q5a. What kinds of help and support did you receive during your decision-making and application to teacher training?	18
Figure 10: Q5b. From where did you receive the help and support during your decision-making and application to teacher training?	19
Figure 11: Q5b. From where did you receive the help and support during your decision-making and application to teacher training?	20
Figure 12: Q5a. What kinds of help and support did you receive during your decision-making and application to teacher training? Q5b. From where did you receive the help and support during your decision-making and application to teacher training?	21
Figure 13: Q6. Is there any other help and support you would have liked during your decision-making and application to teacher training, that you did not receive?	22
Figure 14: Q7. Were you aware of the Get into Teaching campaign, or had you seen/heard of any Get into Teaching resources before you applied for initial teacher training?	23
Figure 15: Q7. Were you aware of the Get into Teaching campaign, or had you seen/heard of any Get into Teaching resources before you applied for initial teacher training?	24

Figure 16: Q7. Were you aware of the Get into Teaching campaign, or had you seen/heard of any Get into Teaching resources before you applied for initial teacher training?	25
Figure 17: Q8. Did you register with Get into Teaching?	26
Figure 18: Q9. Why did you register with Get into Teaching?	27
Figure 19: Q9. Why did you register with Get into Teaching?	28
Figure 20: Q11. Why did you not register with Get into Teaching?	29
Figure 21: Q10. Did you receive the information, guidance and/or services you expected by registering?	30
Figure 22: Q12. Which Get into Teaching resources and services are you aware of?	31
Figure 23: Q12. Which Get into Teaching resources and services are you aware of?	32
Figure 24: Summary: Q13. How useful was...?	33

Introduction

Background and methodology

A survey was undertaken of graduate teacher training registry (GTTR)¹ teacher training applicants on behalf of the National College for Teaching and Leadership (NCTL). The survey had two key aims:

- To build a database of applicants who consent to be invited for further qualitative research in the form of depth interviews and online focus groups, to explore aspects of the journey to teacher training.
- To capture aspects of the customer journey for this audience, including their experience of NCTL communications.

This research sits within a broader research programme on the Customer Journey which has the following overarching objectives:

- To explore barriers and challenges to customers on their customer journey, including those relating to Schools Direct, to ensure these can be addressed as part of NCTL's management of recruitment numbers.
- To help inform the NCTL's marketing strategy in order that it meets its targets in creating new ITT trainees.

BMG helped NCTL design the survey, which was then scripted online by BMG and registered with the domain name www.journeytoteaching.co.uk²

An invitation email with a link to the survey was forwarded by GTTR to a sample of 10,587 of its applicants. This sample was selected out of all 11,080 placed applicants, and 11,570 unplaced applicants who opted in to receive emails from GTTR. The sample was selected according to the following criteria:

- The sample was evenly drawn from among placed and unplaced candidates: 5290 unplaced and 5297 placed.
- The subject profile of the sample was skewed towards shortage subjects, which are a particular interest of the customer journey research.
 - All available contacts (placed & unplaced) were mailed in the shortage subjects: chemistry, computing/computer science, design & technology, maths, modern foreign languages (MFL), and physics, a count of 4,342 applicants.

¹ GTTR was the admissions system for post graduate courses – this has now been replaced by UCAS.

² This website is now closed.

- The remainder were selected from the core subjects, biology, English, history and geography, with additional applicants selected from the primary sector, to make up to the total of approximately 10,000 contacts emailed.

The survey fieldwork was undertaken from 8th to 27th January 2014. In this time 3,942 opened the email, 491 clicked on the link, and a final total of 418 completed the full survey. This is a response rate of 11% of those who opened the email and 4% of those who were sent a link. UCAS Media Services quotes an expected response rate of approximately 3% as standard and therefore an overall response rate of 4% is considered a good response from this sample.

As shown in Figure 1, the average response rate of 4% varied by teaching subject, from as low as 2% among information technology/computer science GTTR applicants to 6% of geography and MFL GTTR applicants and 8% of physics GTTR applicants.

The response rate was slightly higher among shortage subject applicants (5%) than non-shortage (4%), where shortage subjects are chemistry, design and technology, computer science/IT, maths, physics and modern foreign languages (MFL). Shortage subjects are highlighted in blue in the figure below. Please note that a small number of respondents stated multiple subjects and therefore they show more than once in 'respondent count', making this column total 429. (A total of 418 completed the survey).

Figure 1: Sample profile and response rate.

Subject	Approximate count emailed (incl. invalid & not opened)	Respondent count	% response
Biology	515	21	4
Chemistry	393	16	4
Design and Technology	206	9	4
English	967	45	5
Geography	310	19	6
History	642	26	4
Information Technology	91	2	2
Mathematics	975	39	4
Physics	226	17	8
Modern Foreign Languages	769	49	6
Primary	5906	186	3
All SHORTAGE subjects (blue)	2660	132	5
All NON SHORTAGE subjects (white)	8340	297	4

Understanding the report

The data used in this report are unweighted and therefore subgroup variations should be taken account of when interpreting findings at total sample level.

Figures are rounded up or down to the nearest whole percentage point. It is for this reason that, on occasions, tables or charts may add up to 99% or 101%. Where tables and graphics do not match exactly to the text in the report this occurs due to the way in which figures are rounded up (or down) when responses are combined. Results that differ in this way should not have a variance that is any larger than 1%.

All data is reported on a sample base of all respondents who answering that question unless otherwise stated e.g. where valid responses exclude those where an answer of don't know was supplied.

Key Findings

This report summarises the results from the survey of GTTR applicants undertaken on behalf of the National College for Teaching and Leadership (NCTL). 418 applicants completed the survey online in January 2014. The sample was intentionally skewed towards shortage subject applicants and so the profile of the sample should be taken account of when interpreting results (see section 'Profile of Respondents').

Two thirds of all applicants were successful with their application to GTTR (66%). Notably, students were most successful in their GTTR applications (87%); while for career changers and career finders the rate of success was lower (51% and 50% respectively).

Those who received support from some source in their decision-making and application were more likely to be successful in their application to GTTR than those who did not (70% and 45% respectively).

A high proportion of applicants used some form of support during decision-making and application (83%). Of the types of support on offer, the most used were:

- Online information (67%)
- School visit/experience (49%)
- Applications advice (18%)

The most common sources of support, where received, were as follows:

- Get into Teaching (Department for Education (DfE)/Teaching Agency/Teacher Development Agency (TDA)) (61%)
- Friends and family (58%)
- Direct from a school (36%)

Those not supported by Get into Teaching were particularly likely to cite friends and family as a source of support (70%).

Whilst 41% of respondents stated that there was no other help and support they would have liked during their application to teacher training, and a further 29% were unsure, 30% of respondents did identify areas where support was missing. These most commonly included:

- More information/advice on all topics (9%)
- Information on financial support (2%)
- Help to undertake or gain school placement experience/observation (2%)

Awareness of Get Into Teaching was 45% overall, and varied between those who were successful (52%) and unsuccessful (32%) in their GTTR application. Respondents who

had not applied through the School Direct route were less aware than average of the Get Into Teaching campaign (37%).

Three in five (59%) applicants aware of Get into Teaching had also registered with Get into Teaching. The main reasons cited for registration were:

- To get advice and support during my decision-making (72%)
- To get more information on routes into teaching (72%)
- To get more information on bursaries/funding (59%)

The main reason cited for non-registration with Get Into Teaching was being unaware that this was possible (42%), followed by receiving all the required support elsewhere (28%). Of those who did register, the majority felt that the services and information they received met their expectations (72%). Of the resources available, awareness was highest of:

- Website (86%)
- Regular emails from Teach First/Get into teaching (40%)
- Teaching line (telephone) (38%)
- Online advertising (35%).

Overall, shortage subject applicants had greater awareness of the Get into Teaching resources.

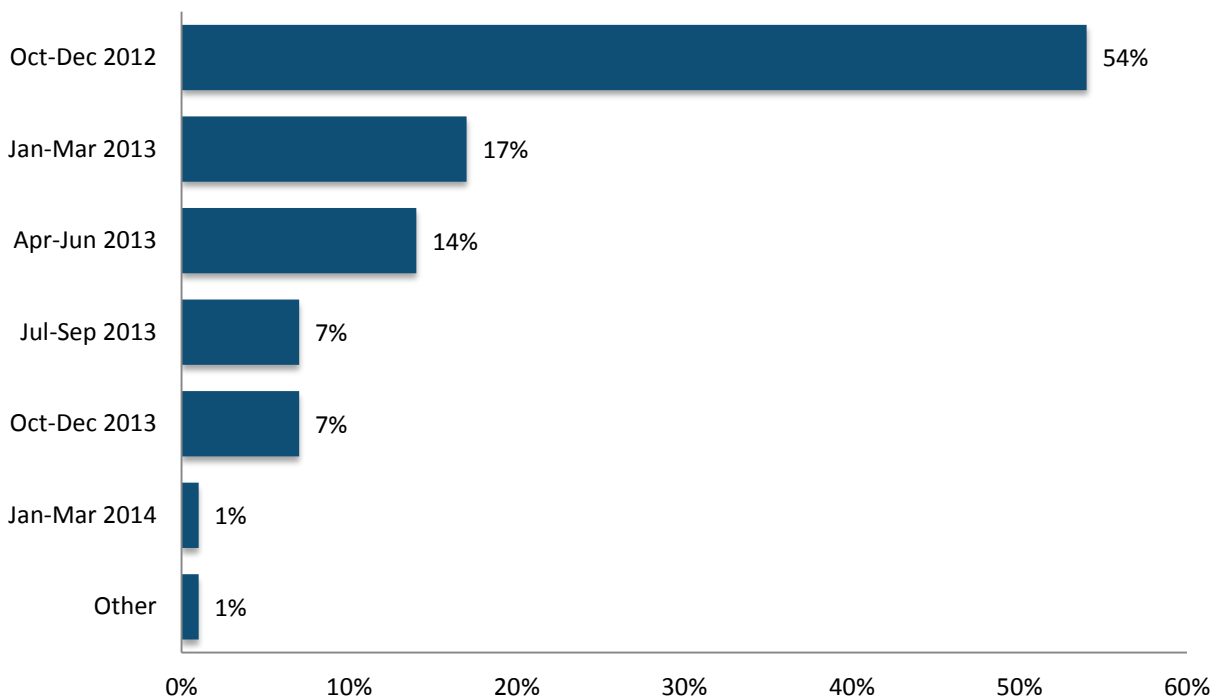
Among those aware, the website was considered the most useful of Get into Teaching resources, 89% considering this very useful or useful. Advertising resources were considered least useful (35% stating very useful or useful for online, 32% for press and 26% for posters).

Profile of Respondents

Date of application

More than half of respondents (54%) had applied to GTTR in October to December 2012, while most of the remainder had applied between January and March 2013 (17%) or between April and June 2013 (14%). Smaller proportions applied between July and September 2013 (7%) and between October and December 2013 (7%). Just 1% had made an application in 2014.

Figure 2: Q1a. When did you apply to GTTR for initial teacher training?



Sample base: All (418)

The shortage subject respondents in the sample were more likely than non-shortage to have made their application in early 2013 (52% applying January-June 2013, compared to 22% applying during this period for the non-shortage subjects). Non shortage subject respondents were more likely to have applied at the end of 2012: 61% compared to 33% of shortage subject applicants applied between October and December 2012.

Students in the sample were also more likely to have applied between October and December 2012 (64%) than career finders (49%) and career changers (45%). Career finders appear more likely than other groups in the sample to have made a recent application, 19% applying in October 2013 or more recently, which is a significantly higher proportion than either career changers (7%) or students (1%).

Unsurprisingly, those confirming that they are in teacher training at present were more likely to have applied in 2012 (60%) than those applying more recently, although 40% of those not in training had also applied in 2012.

Female respondents in this sample of GTTR applicants were also more likely to have applied in 2012 compared to males (57% and 42% respectively).

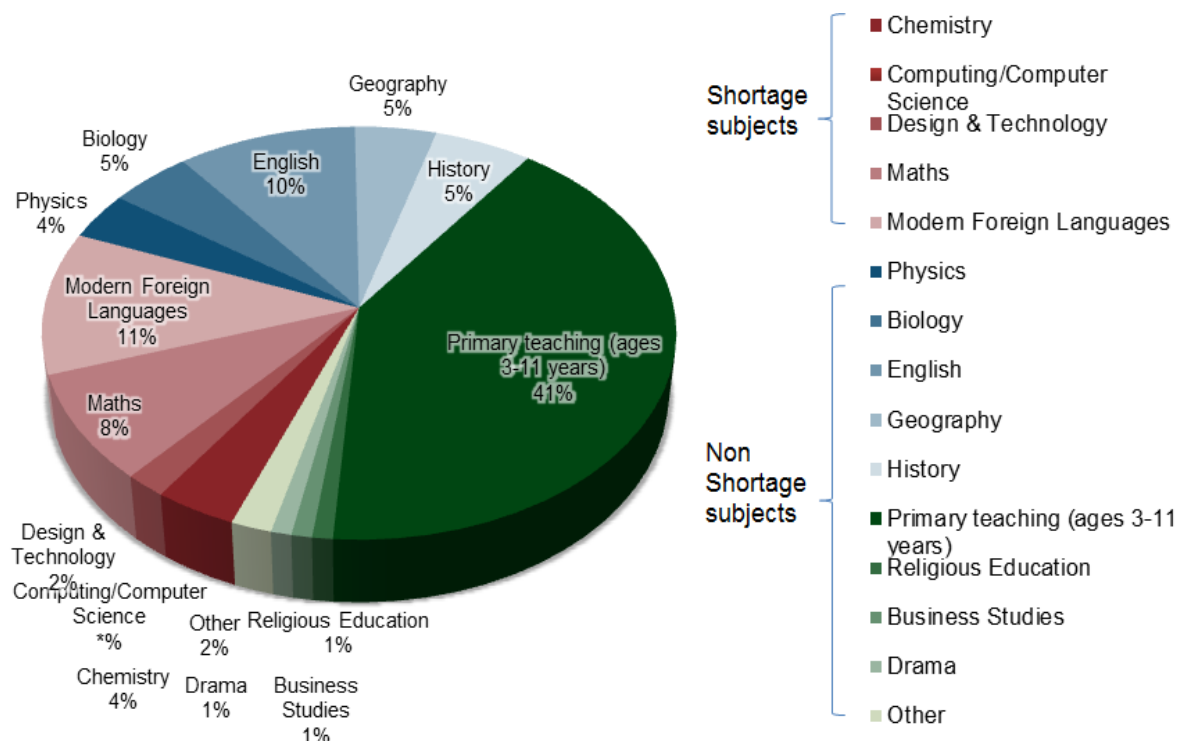
Subject

The achieved sample profile by subject summarised in Figure 3 reflects the survey design as we see the intended skew towards shortage subjects. (The numbers of applicants contacted for each subject, and response rates are summarised in Figure 1 above). As such, Figure 2 provides context for the findings detailed in this report, and should not be seen as representative of the GTTR applicant population as a whole.

As shown, most prevalent was primary teaching (41% of the sample), followed by modern foreign languages (11%), English (10%), and maths (8%).

Most respondents gave just one subject but a small number stated more than one, e.g. 2 respondents stated both biology and chemistry, 3 stated physics and chemistry and 4 stated physics and maths.

Figure 3: Q1b. What subject(s) did you apply to teach?



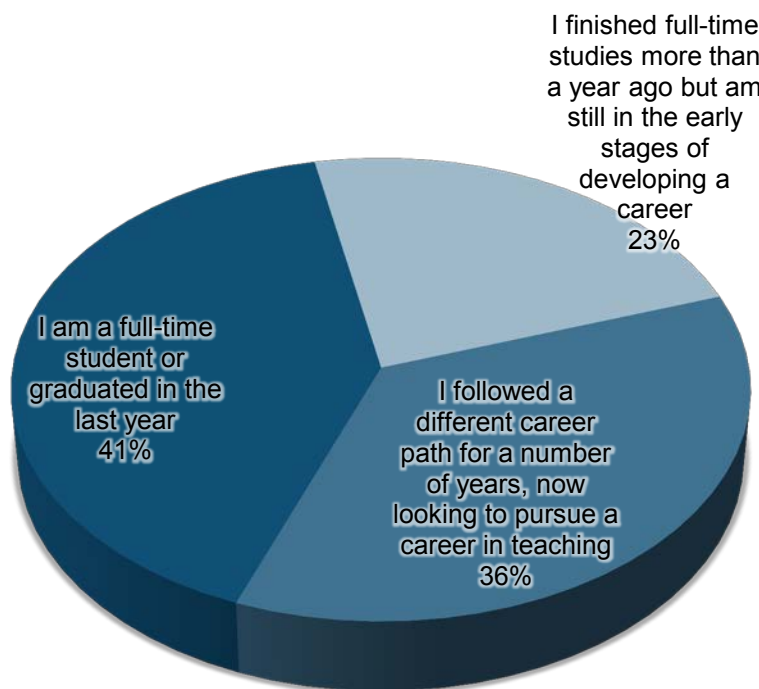
Sample base: All (418)

Application to primary school teaching was more prevalent among women (49% cf. 28% of men) while applications to teach chemistry, history, maths and physics were all more prevalent among men than women: 7% of men cf. 3% of men were studying to teach chemistry, 14% of men cf. 4% of men were studying to teach history, 15% of men cf. 8% of women maths and 11% of men cf. 2% of women physics. Other shortage subjects were not significantly different according to respondent gender, while numbers of computer science respondents are too small to enable comparison.

Student, Career Finder and Career Changer

Using responses given by respondents about their status, the achieved sample can be seen to be split into approximately two-fifths students or recent graduates (41%), just under a quarter career finders in the early stages of developing a career (23%) and just over one third career changers, looking to pursue a career in teaching after following a different career path for a number of years (36%).

Figure 4: Q1c. Please select the statement that most closely matches your circumstances



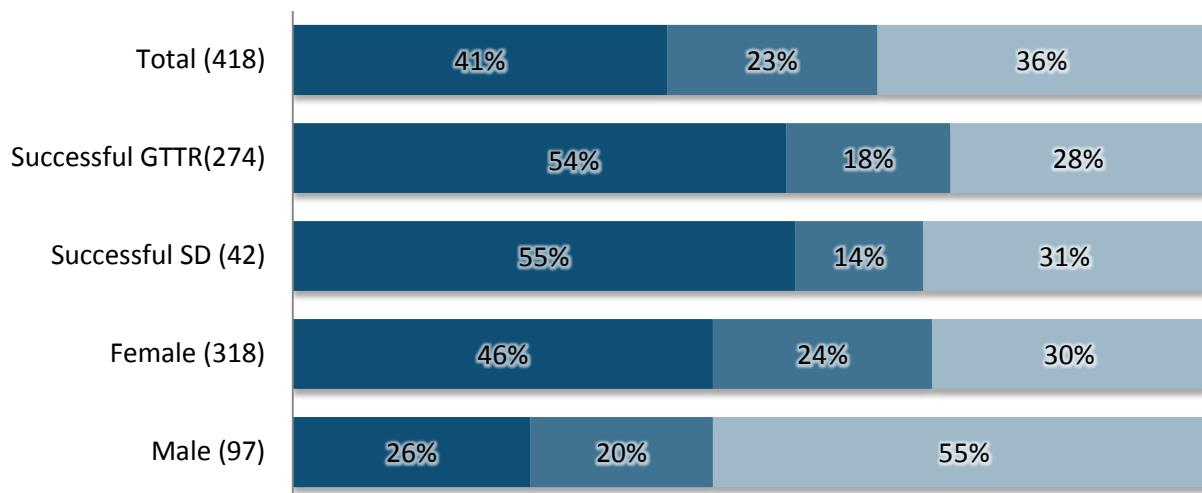
Sample base: All (418)

Those who applied most recently, were most likely to be in the early stages of developing their careers. Among those applying post July 2013, 44% were career finders, 30% career changers and 26% students.

As shown in Figure 5 below, men in this research sample were more likely to be career changers than women (55% of men were career changers compared with 30% of women). Women were more likely to be students or recent graduates (46% compared with 26% of men). Women and men were similarly likely to classify themselves as career finders (24% and 20% respectively).

Where respondents had been successful in their application(s) to GTTR and/or School Direct, as detailed in subsequent sections of this report, they were somewhat more likely than average to be students. Students comprised more than half of the successful samples, as also shown in Figure 5 below.

Figure 5: Q1c. Please select the statement that most closely matches your circumstances



- I am a full-time student or graduated in the last year
- I finished full-time studies more than a year ago but am still in the early stages of developing a career
- I followed a different career path for a number of years, now looking to pursue a career in teaching

Sample base: As shown

Success in Application

Application to GTTR

All members of the sample were applicants to GTTR. Two-thirds had been successful in their application (66%) while 29% had not and 5% preferred not to say. The 5% who preferred not to say may potentially include a small proportion that were pending an outcome, since 1% had made an application in 2014.

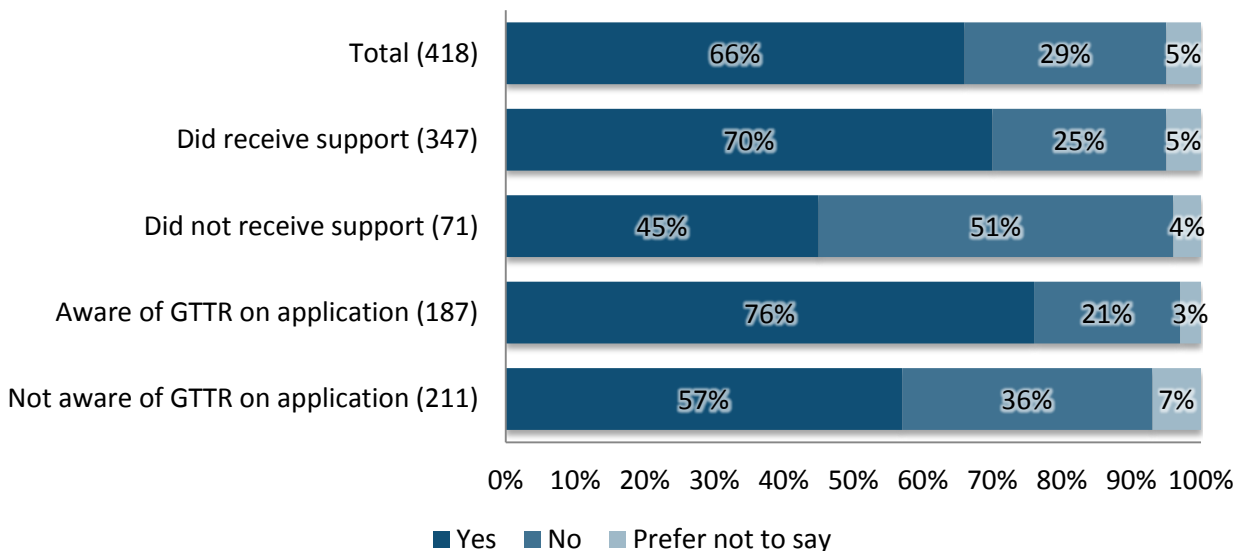
Students in the sample were most likely to have been successful: 87% confirmed this to be the case, compared to 50% of career finders and 51% of career changers. This difference may be partly influenced by higher numbers of pending applications in the case of career finders, but also reflects varying levels of rejection by GTTR across these groups, since 38% of career finders and 47% of career changers respectively confirmed having been unsuccessful in their application.

Of those in the sample not undertaking teacher training, 85% had been unsuccessful in their application and 15% preferred not to say.

Our analysis does not evidence direct correlations, or cause or effect. Nevertheless it suggests that those who received support in their application from some source were more likely to be successful. Compared to the total sample average of 66% successful in their GTTR application overall, 70% of those who received support from some source were successful, and only 45% of those who did not receive support were successful.

Similarly, among those aware of Get into Teaching on application, 76% were successful in their application to GTTR, compared to 57% of those not aware of Get into Teaching.

Figure 6: Q2. Were you successful in your GTTR application for initial teacher training?



Sample base: As shown

Women in this sample were more likely than men to have been successful in their application to GTTR (68% and 56% respectively).

Application to School Direct

Asked if they had also applied for a place with School Direct (SD), 30% confirmed that they had done so while 61% confirmed that they had not. A further 10% were unsure if they had (1%) or unsure of what School Direct is (9%), and are therefore assumed to be non applicants to School Direct. Very few students stated that they were unsure of what School Direct is (5%) compared to career finders (14%) and career changers (10%).

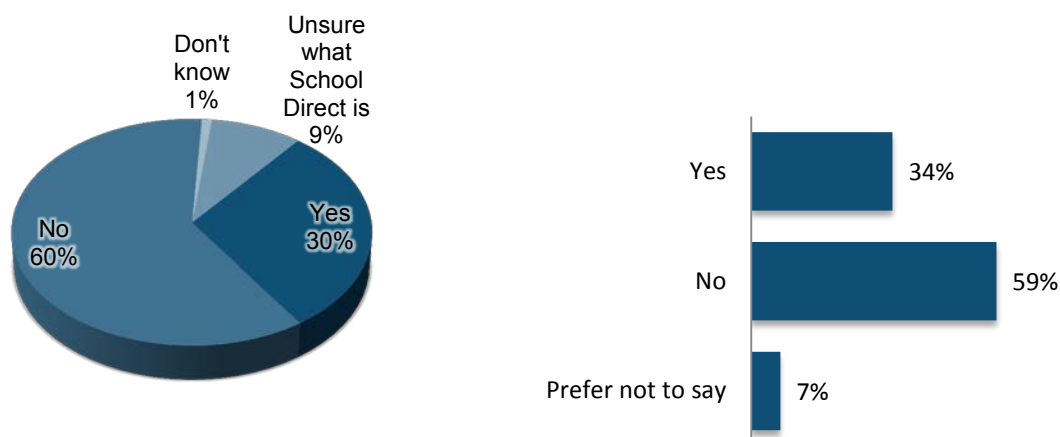
Respondents aware of Get into Teaching on application to GTTR were especially likely to have also applied to SD (42%, compared to 19% of respondents unaware of Get into Teaching when applying to GTTR). Among those registered with Get into Teaching, the percentage increases again, to 46% who also applied to School Direct.

Among those who made an application to School Direct, the fee-paying route was more popular than salaried, 43% and 28% respectively applying via those routes. A further 23% had applied via both routes. 6% were unsure.

Students were particularly likely to have opted solely for the fee paying route (53%, compared to 50% of career finders and 30% of career changers).

Among all those who applied to School Direct, 34% were successful while 59% were not and 7% preferred not to say (including those who may be pending an outcome).

Figure 7: Q3a. Did you also apply for a place with School Direct? Q4. Were you successful in your application with School Direct?



Sample base: All (418) left; Applicants to SD (124) right

Students were most likely to be successful in their application to School Direct, 49% confirming this, compared to 25% of career changers and career finders who had applied to School Direct.

Among respondents successful in their SD application (42 members of the sample), as many as 60% had applied via the fee-paying route, while 21% had applied via the salaried route and 17% both.

Support received

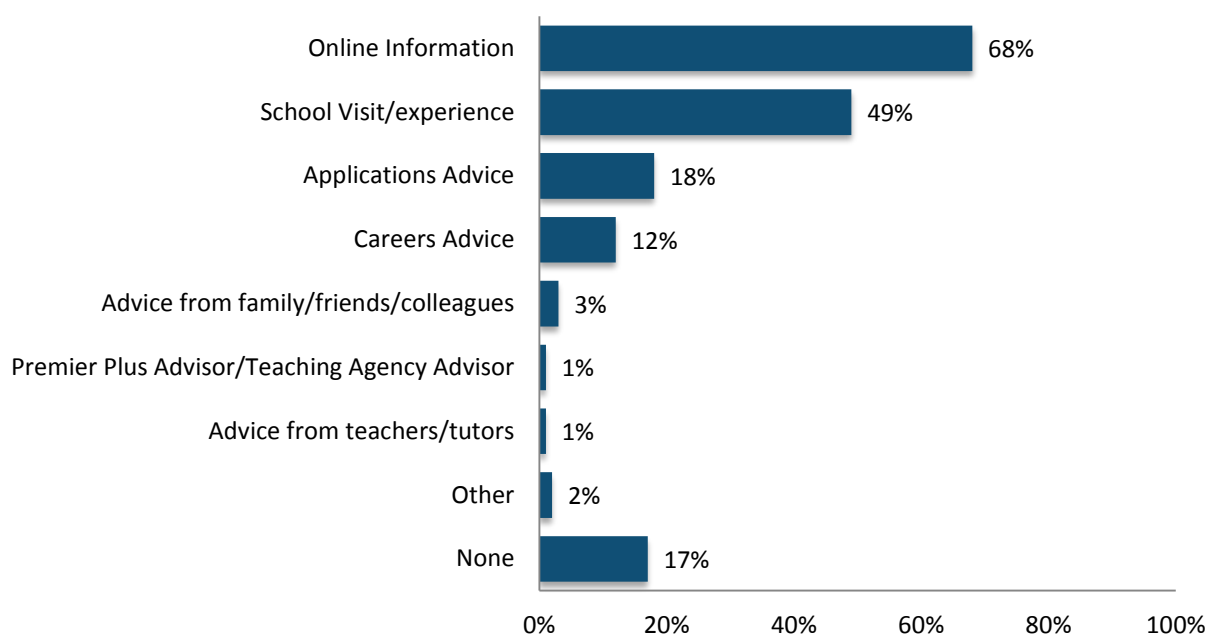
Types of support received

Asked what kinds of help and support they received during decision-making and application, 17% of the total sample stated none while most specified at least one type.

As shown in Figure 8 below, nearly 7 in 10 used online information to support their decision-making and application (68%), while nearly half used a school visit or other school experience (49%). Applications advice was used by 18% and careers advice was used by 12%.

Aside from the four types prompted, respondents were able to identify other types of help and support received. The most common cited were advice from family, friends or colleagues (3%), a Premier Plus Advisor or 'Teaching Agency Advisor' (1%) and advice from teachers and tutors (1%).

Figure 8: Q5a. What kinds of help and support did you receive during your decision-making and application to teacher training?



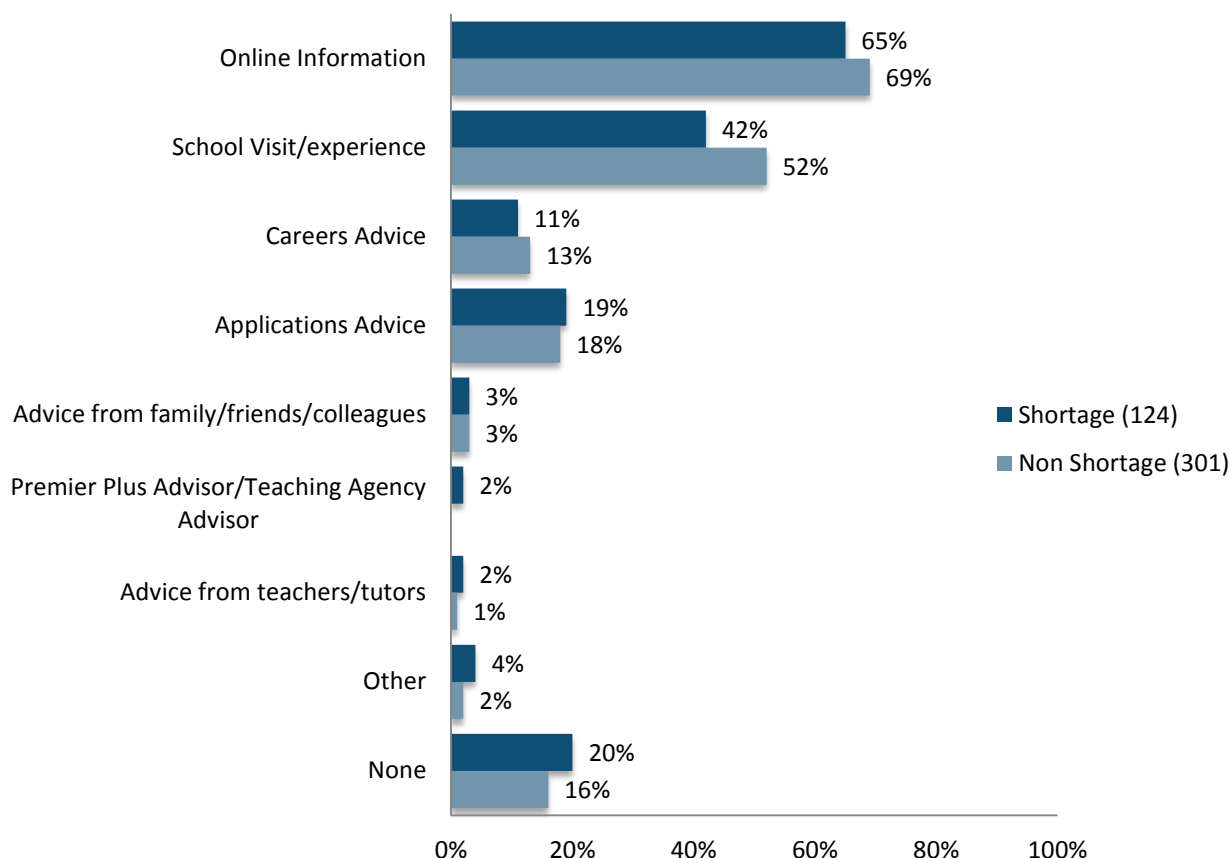
Sample base: All (418)

Students were more likely to have received careers advice than others (17% compared to 11% of career finders and 7% of career changers).

As shown in Figure 9, those who were successful in their application to GTTR had received support in higher percentages, for every type of support prompted, than those who were unsuccessful.

There were no significant differences by subject, although one small difference is mentioned here in case it is useful as an indicative comparison: 42% of shortage subject and 52% of non-shortage subject applicants had used a school visit or experience, suggesting that shortage subject applicants are *not* more likely than others to use support in terms of time spent in the classroom, and indeed the reverse may be true.

Figure 9: Q5a. What kinds of help and support did you receive during your decision-making and application to teacher training?



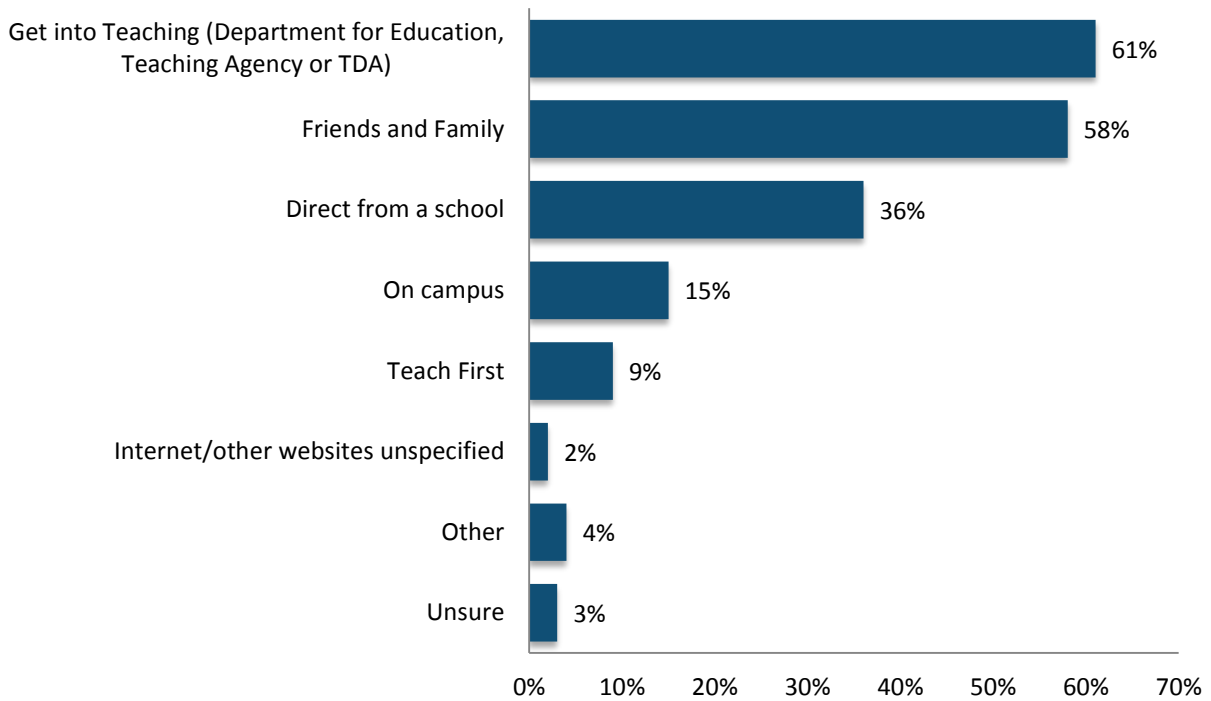
Sample base: As shown

Among those who confirmed that they were supported by Get into Teaching, 90% had used online information for help or support during their decision-making and application. This compares with 81% of those supported by other ways but not Get into Teaching.

Sources of support received

Asked about the sources of support they received in their decision-making and application, respondents who received support were most likely to state Get into Teaching, (DfE, Teaching Agency or TDA), followed closely by friends and family. In each case, approximately three in five mentioned these sources (61% mentioning Get into Teaching, and 58% friends and family) compared to 36% who said that they received support direct from a school, 15% on campus, and 9% via Teach First.

Figure 10: Q5b. From where did you receive the help and support during your decision-making and application to teacher training?

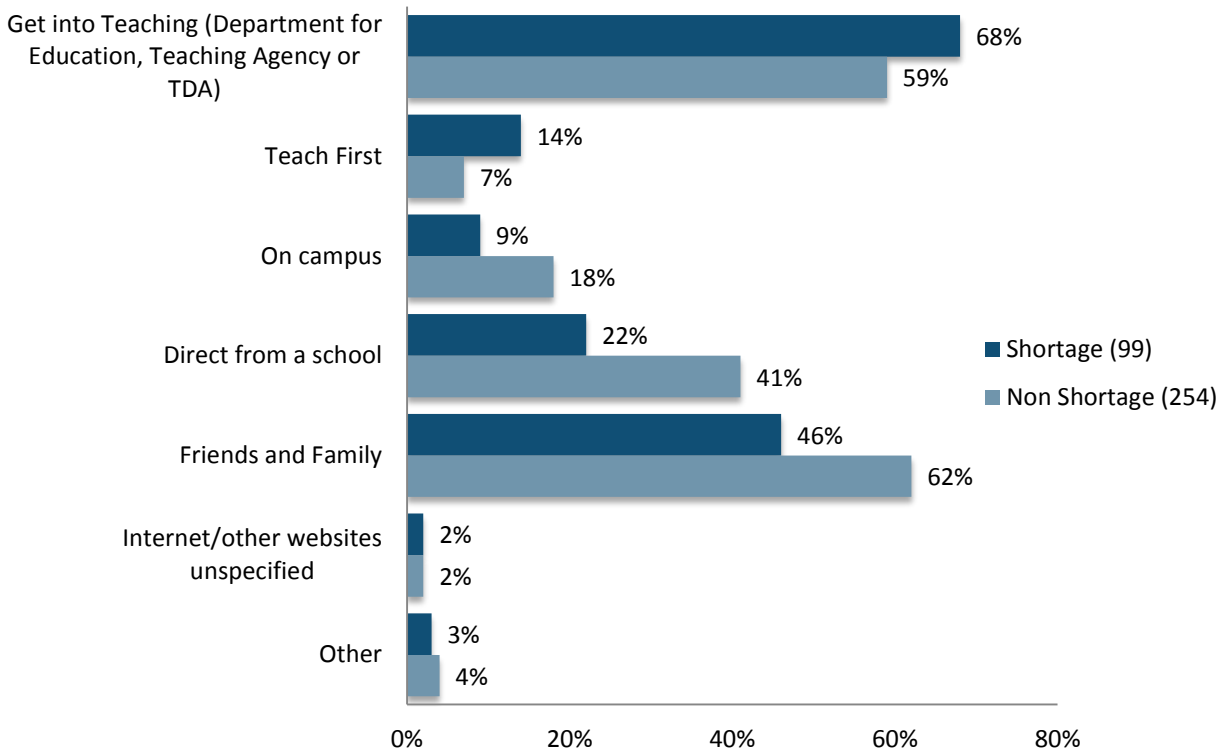


Sample base: All who received support (347)

Those who were not supported by Get into Teaching were especially likely to state friends and family as a source of support (70%).

There were some differences in response here among shortage and non-shortage subjects, as shown in Figure 11 below. Those in non-shortage subjects were significantly more likely to mention receiving help and support from friends and family, campus, and direct from a school than their shortage subject counterparts, who were a little more likely to mention Get into Teaching.

Figure 11: Q5b. From where did you receive the help and support during your decision-making and application to teacher training?



Sample base: All who received support (As shown)

In the table below (Figure 12), types of support received by respondents are broken down by sources mentioned. Please note that responses were not collected in an interlocking grid format (identifying sources used for each type of support) and therefore they do not identify where the support was received from. However, the summary table suggests links between types of support and sources of support used. For example, a relatively low proportion candidates who received support direct from a school are online information users (70%), compared to those who used Get into Teaching (90%). This group of candidates were unsurprisingly most likely to have received support in the form of a school visit or experience (80%), while 60% of those supported by Get into Teaching had used a school visit/experience.

Figure 12: Q5a. What kinds of help and support did you receive during your decision-making and application to teacher training? Q5b. From where did you receive the help and support during your decision-making and application to teacher training?

SOURCE	SUPPORTED BY...								
	Total	Get into Teaching	Teach First	On campus	Direct from a school	Friends and Family	Internet/ other websites	Other	Unsure
Online Information	68%	90%	94%	85%	77%	86%	100%	54%	92%
School Visit/experience	49%	60%	53%	55%	80%	61%	17%	77%	50%
Careers Advice	12%	16%	22%	49%	14%	17%	17%	8%	0%
Applications Advice	18%	26%	22%	32%	18%	22%	17%	8%	8%
Advice from family/friends/ colleagues	3%	1%	3%	4%	2%	7%	0%	0%	0%
Premier Plus Advisor/Teaching Agency Advisor	1%	2%	0%	0%	1%	1%	0%	0%	0%
Advice from teachers/tutors	1%	1%	3%	4%	2%	1%	0%	0%	0%
Other	2%	3%	6%	4%	5%	3%	17%	0%	8%
None	17%	0%	0%	0%	0%	0%	0%	0%	0%
Sample Bases	418	213	32	53	124	202	6*	13*	12*

Sample base: All who received support (As shown) *CAUTION ON BASES <30

Among applicants now undertaking teacher training, 66% had used Get into Teaching compared to 49% not currently in training.

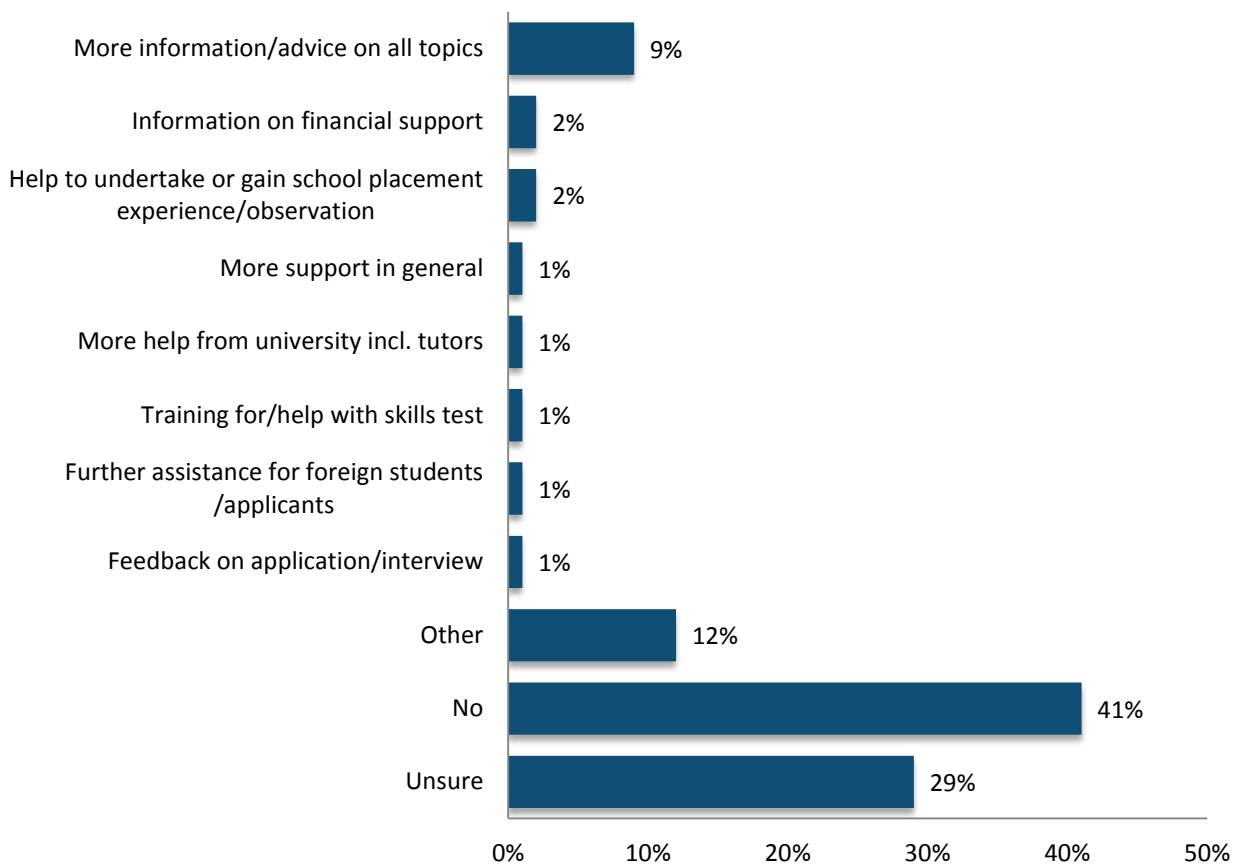
Support and help identified as desirable

Respondents were asked if there was any other help and support that they would have liked during their decision-making and application to teacher training, that they did not receive. As many as 41% said no, suggesting that a significant majority felt that they received all of the support they needed. A further 29% were unsure, such that three in ten overall (30%) named at least one type of support or help that they would have liked.

Respondents described the missing support verbatim, and codes were developed from these comments, summarised in Figure 13 below. Most commonly mentioned was information and advice on all topics (9%) followed by information on financial support (2%) and help to undertake or gain a school placement/observation experience.

Other themes noted in the comments include more help from the university, including tutors (1%), training for/help with the skills test (1%), further assistance for foreign students/applicants (1%) and feedback on the application or interview (1%).

Figure 13: Q6. Is there any other help and support you would have liked during your decision-making and application to teacher training, that you did not receive?



Sample base: All (418)

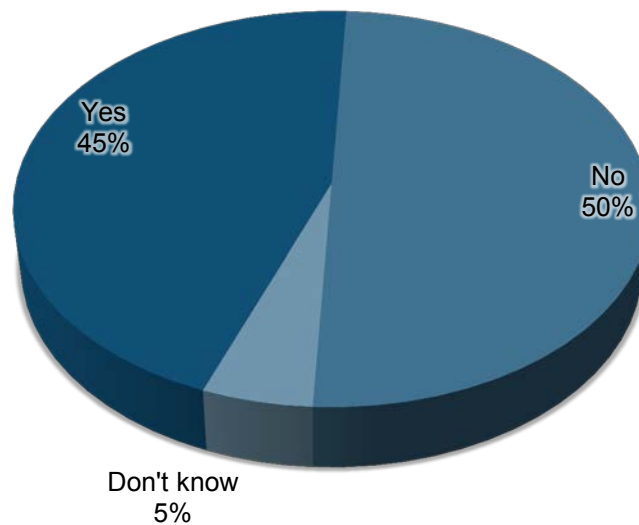
Levels of demand for these additional types of further support were similar across the sample, including by shortage and non-shortage subject groups.

Get into Teaching

Awareness at time of application

Just under half of all respondents said that they were aware of Get into Teaching or any of its resources before they applied for teacher training (45%). Awareness was similar among shortage and non-shortage subjects, 48% and 44% being aware respectively.

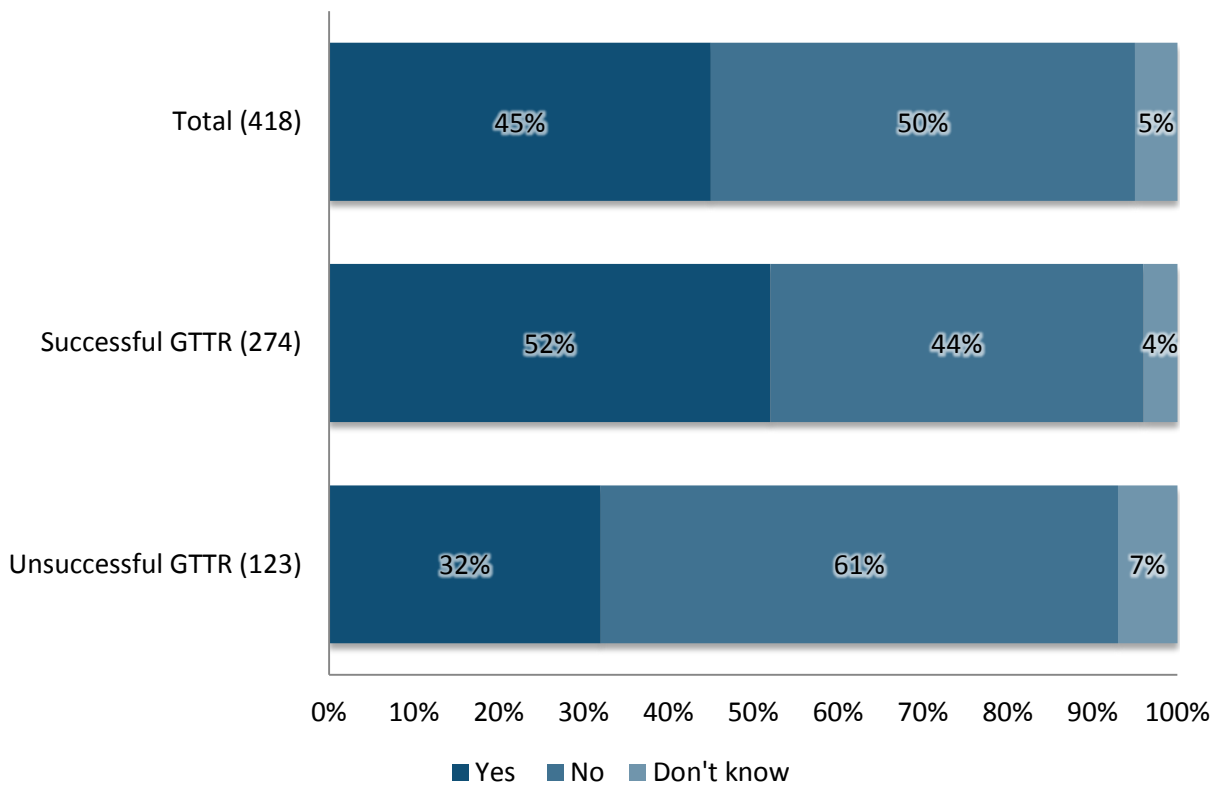
Figure 14: Q7. Were you aware of the Get into Teaching campaign, or had you seen/heard of any Get into Teaching resources before you applied for initial teacher training?



Sample base: All (418)

As shown in Figure 15, among those successful in their GTTR application, 52% had been aware of Get into Teaching or any of its resources on application, compared to 32% of those not successful in their GTTR application.

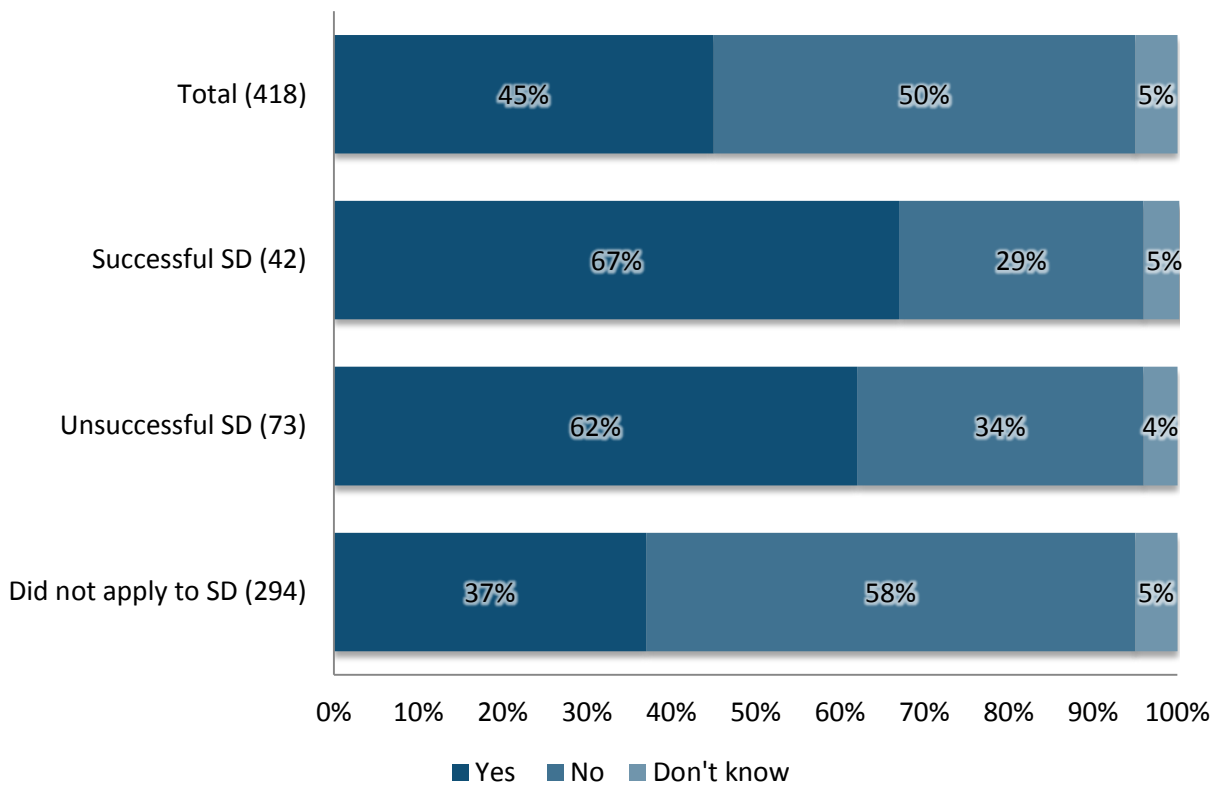
Figure 15: Q7. Were you aware of the Get into Teaching campaign, or had you seen/heard of any Get into Teaching resources before you applied for initial teacher training?



Sample base: All (418)

Looking at application to School Direct, the difference in proportions aware of Get into Teaching is not statistically significant by whether or not the respondent was successful. However, awareness of Get into Teaching drops off among those who did not apply for School Direct, highlighting a link between applying to School Direct and knowing about the Get into Teaching campaign. This is shown in Figure 16 below.

Figure 16: Q7. Were you aware of the Get into Teaching campaign, or had you seen/heard of any Get into Teaching resources before you applied for initial teacher training?



Sample base: All (418)

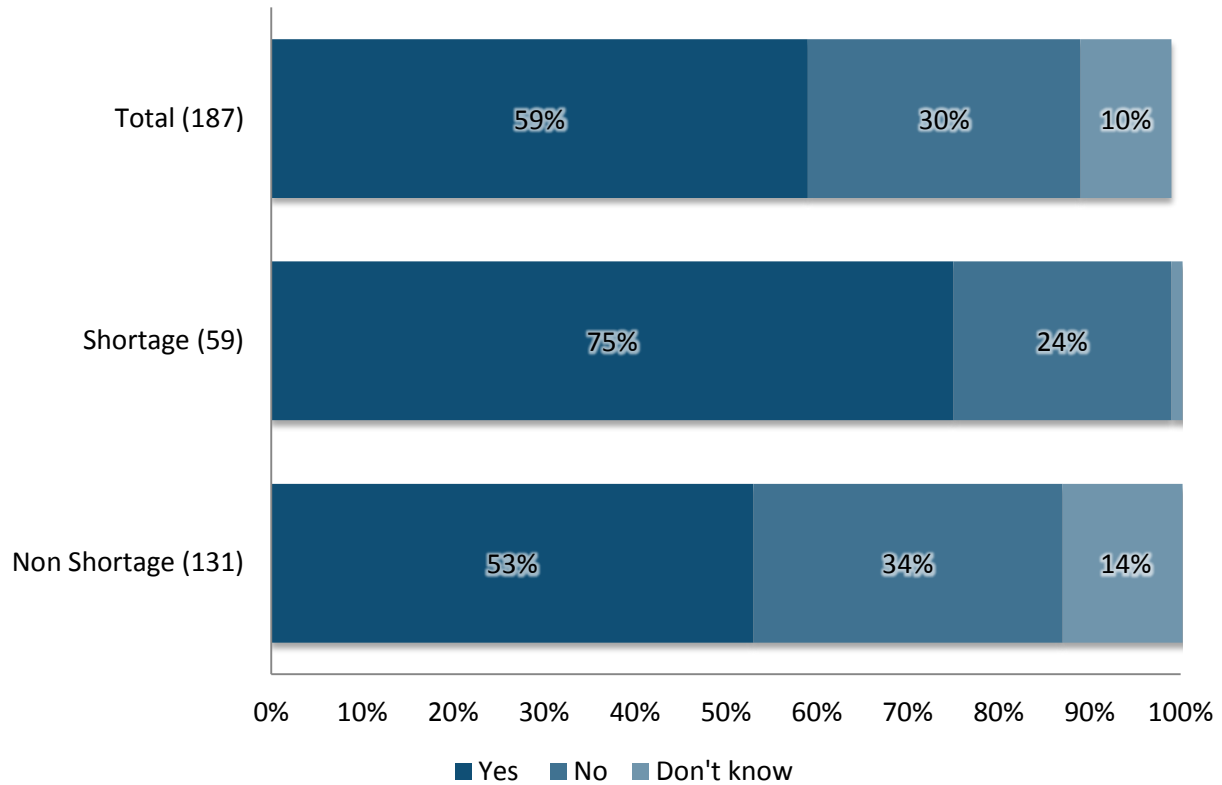
Among respondents now in teacher training, 52% had been aware of Get into Teaching on application, compared to 29% of those not now in teacher training.

Among respondents who felt that they received support from one or more sources in their decision-making and application, 49% had been aware of Get into Teaching on application, compared to 24% of those who did not consider that they received support. This means that a quarter of those who consider that they did not receive support were nevertheless aware of the Get into Teaching campaign, although there is clearly a much higher likelihood of awareness of Get into Teaching among respondents who have received support.

Registration with Get into Teaching

Three in five respondents aware of Get into Teaching had also registered with Get into Teaching (59%). Where respondents were in shortage subjects, they were particularly likely to have registered (75% compared to 53% of non-shortage candidates).

Figure 17: Q8. Did you register with Get into Teaching?

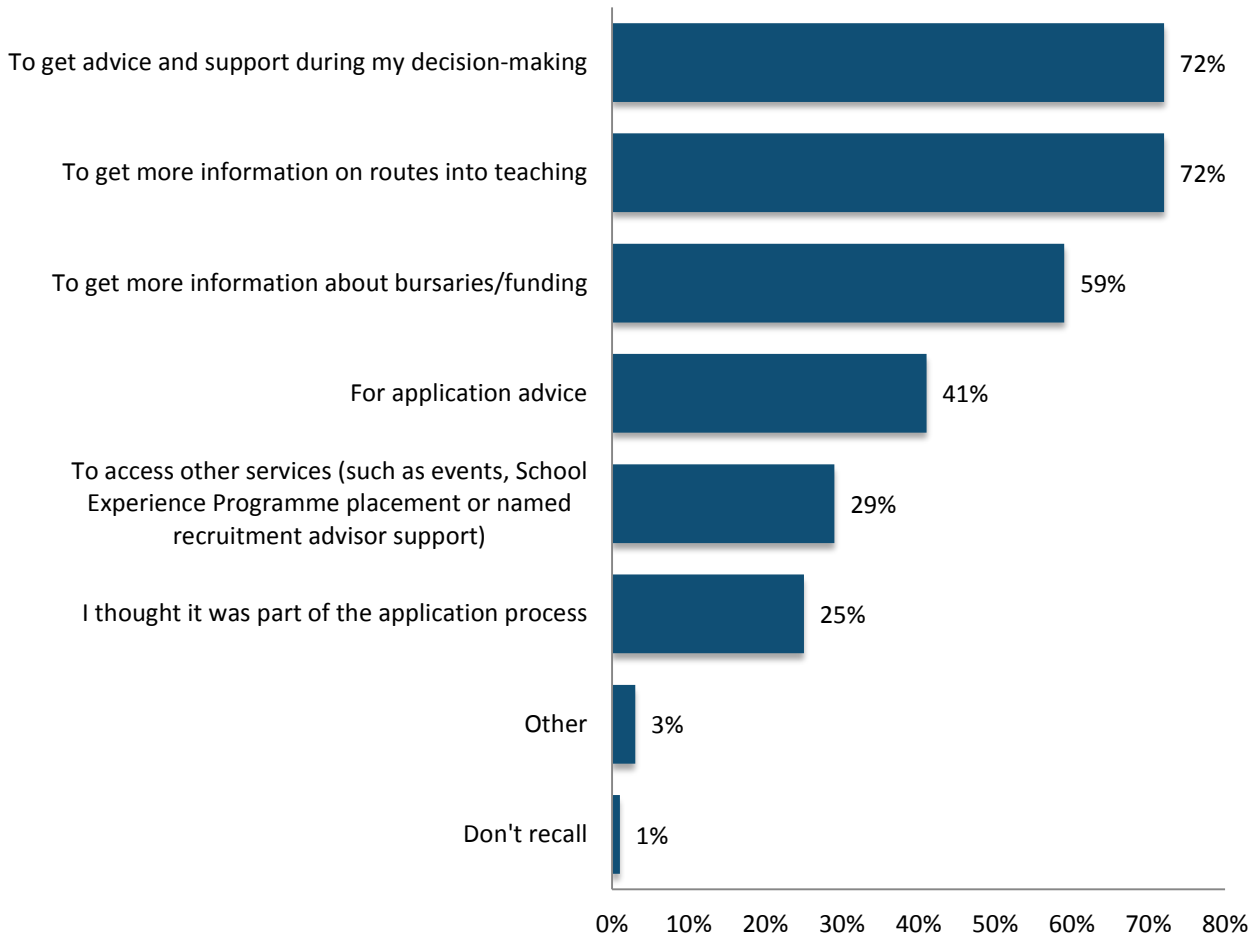


Sample base: Where aware of Get into Teaching (as shown)

As a percentage of all respondents (i.e. all GTTR applicants sampled), those who registered with Get into Teaching account for 27% of the sample.

Respondents were then asked why they had registered with Get into Teaching. The majority of those who registered did so to get advice and support during their decision-making (72%) and to get more information on routes into teaching (72%). Another important reason was to get more information about bursaries or funding (59%). A significant minority were motivated specifically by application advice (41%) and a smaller group again wished to access other services such as events, the school experience programme or for named recruitment advisor support (29%). One in four had thought it to be part of the application process (25%).

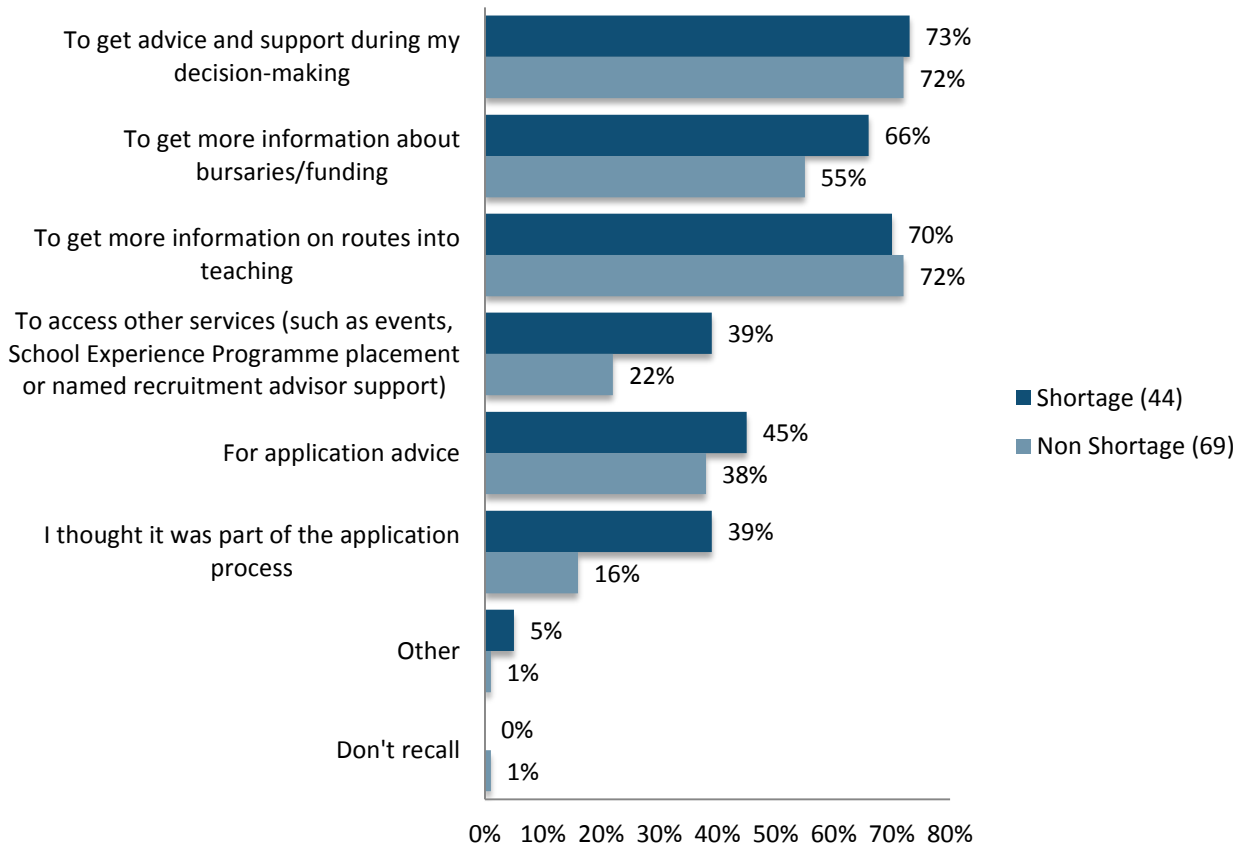
Figure 18: Q9. Why did you register with Get into Teaching?



Sample base: Where registered with Get into Teaching (111)

Candidates applying for shortage subjects appear most likely to have thought it to be part of the application process (39%, compared to 16% of non-shortage subject candidates). There is also a suggestion of them being more likely to be prompted to sign up to access services such as events or Premier Plus (39% compared to 22% of non-shortage candidates) although this difference is not significant at the 95% confidence level.

Figure 19: Q9. Why did you register with Get into Teaching?

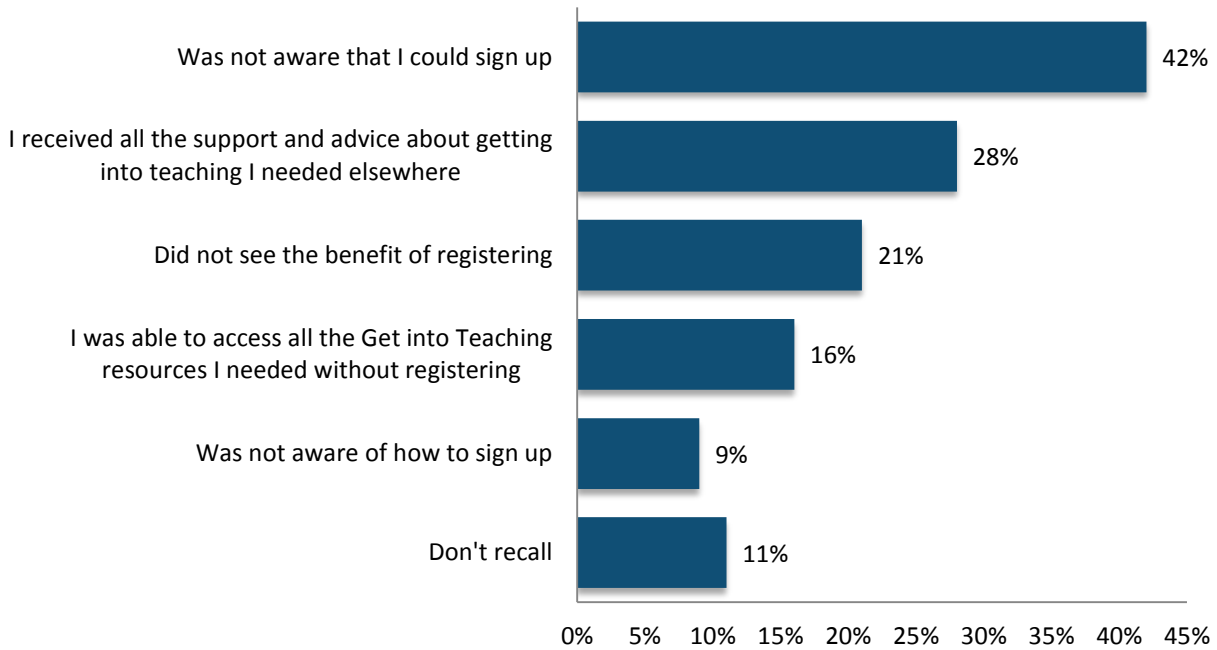


Sample base: Where registered with Get into Teaching (111)

Candidates who did not register for Get into Teaching, but were aware of the campaign, were asked why they had not registered (picking one or more reasons from a prompted list).

The main reason given by non registrants was not being aware that you could sign up (42%). More than one in four felt that they received the help and support they needed from elsewhere (28%), while just over one in five did not see any benefit to registering (21%). A small group felt that they had been able to access the Get into Teaching resources without registering (16%), while just under one in ten were unaware of how to sign up (9%).

Figure 20: Q11. Why did you not register with Get into Teaching?



Sample base: Where aware but not registered with Get into Teaching (57)

The number of respondents in shortage versus non shortage subjects responding to this question is too small in to enable robust comparison (14 and 44 respectively). However, there is a suggestion that shortage subject applicants might be more likely than non-shortage applicants to consider that they could get access to the resources without this step (21%), and less likely to say that they received their support from elsewhere (14%), or to not see the benefit of registering (7%).

When the full sample of GTTR applicants are categorised in relation to Get into Teaching, over half are unaware of it (55%) while 27% have registered with it and 5% are unsure whether they have registered. Of the 13% remaining (aware but not registered), 6% are unaware that you can sign up to Get into Teaching, 4% received the support they needed elsewhere, 3% did not see the benefit of registering and 2% got access to the Get into Teaching resources needed without registering (noting that multiple responses were permitted here).

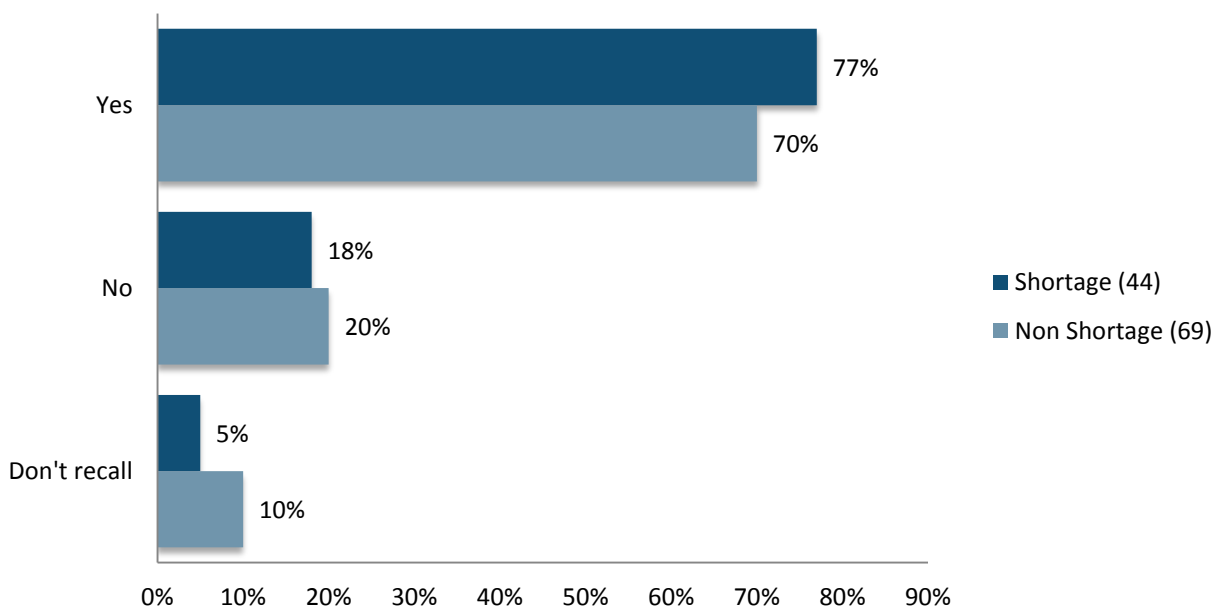
Whether Get into Teaching met expectations

More than seven in ten of registrants with Get into Teaching received the information, guidance and/or services they were expecting (72%), while 10% did not and 8% do not recall.

There were no differences of statistical significance between subgroups analysed, with just a slightly higher proportion of shortage subject candidates reporting that they had

received what they expected than non-shortage subjects (77% and 70% respectively, noting that this difference is being significant at the 95% confidence level).

Figure 21: Q10. Did you receive the information, guidance and/or services you expected by registering?



Sample base: As shown

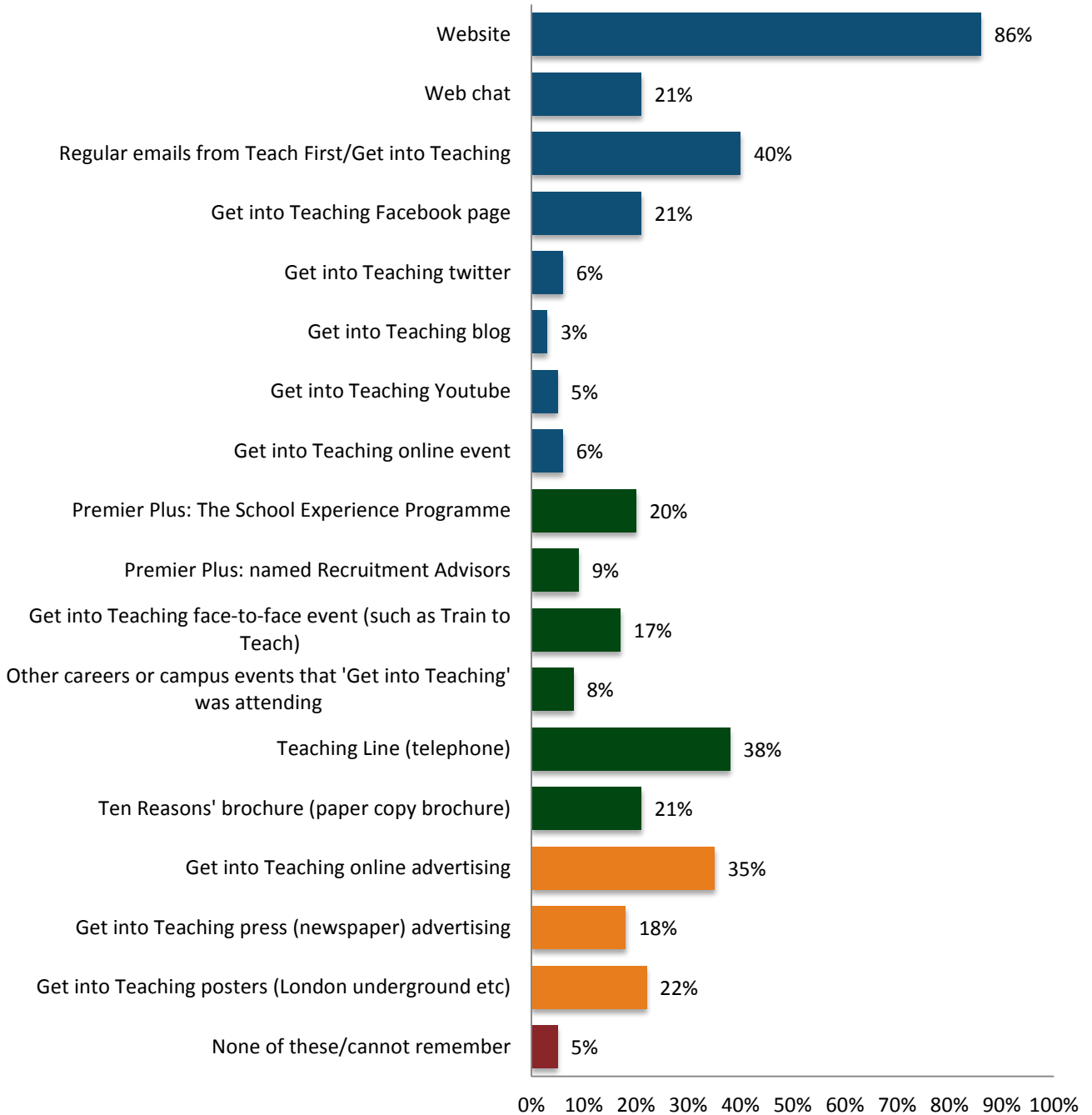
Get into Teaching resources

All those aware of Get into Teaching or any of its resources were asked which resources and services they were aware of. The website was by far the most familiar resource for this group (86%), followed by emails from Get into Teaching (40%), the Teaching Line (38%) and online advertising (35%).

Figure 22 summarises awareness for Get into Teaching resources or services. Online resources are shown in blue, advertising in yellow and other formats in green. Among the social media platforms used by Get into Teaching, Facebook was by far the most familiar and was familiar to the same level as the Get into Teaching webchat (each 21%).

All resources were familiar to at least some respondents who knew of Get into Teaching, including small percentages aware of Get into Teaching twitter (6%), online events (6%), youtube (5%) and blogs (3%).

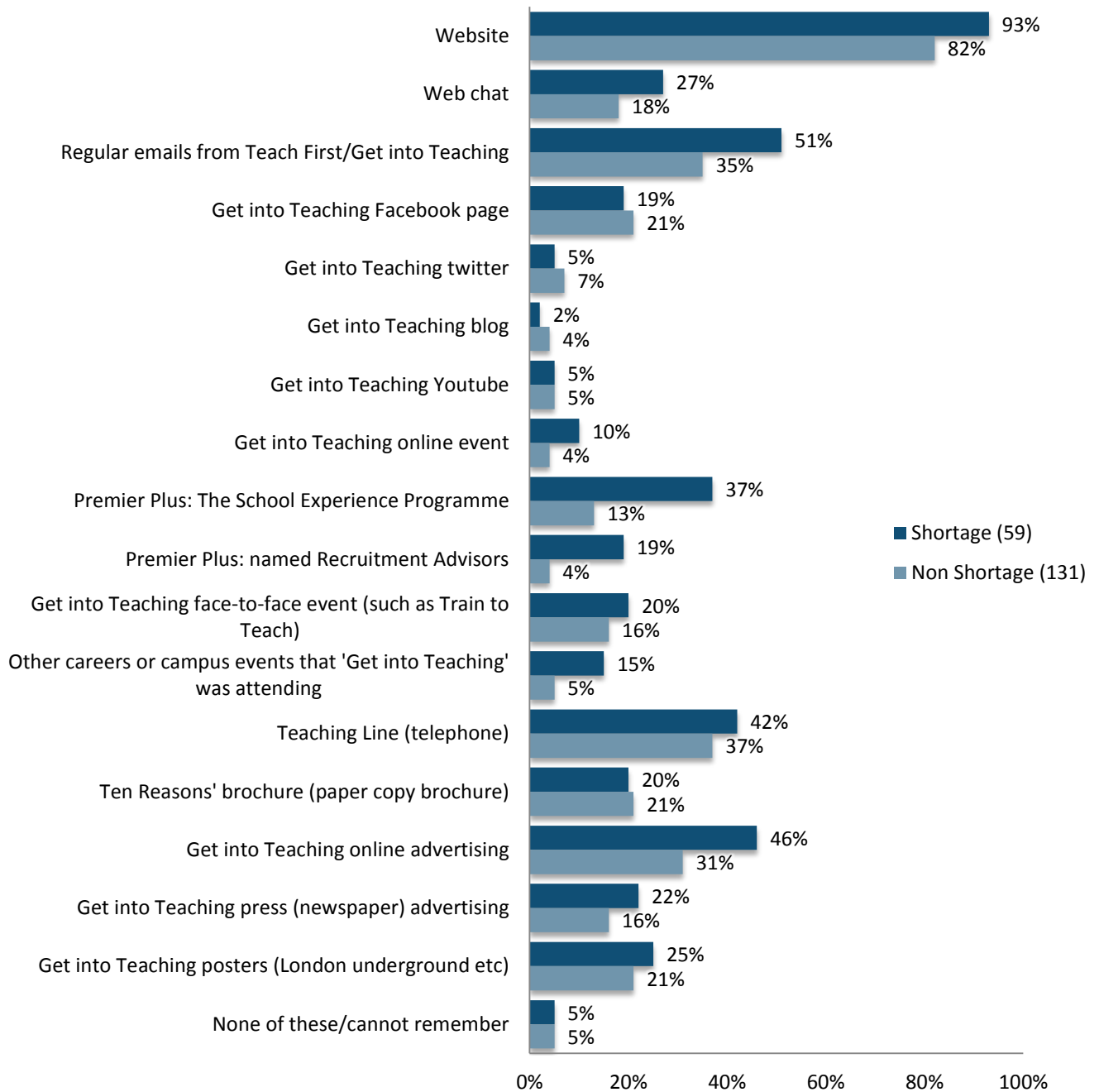
Figure 22: Q12. Which Get into Teaching resources and services are you aware of?



Sample base: Where aware of the Get into Teaching campaign (187)

Analysis by shortage and non-shortage subject candidates suggests that awareness of Get into Teaching resources and services tends to be higher in most cases among the shortage subjects. These candidates show higher awareness of the Premier Plus school experience programme (37%), online advertising (46%), regular emails (51%), named recruitment advisers (19%), and Get into Teaching events (15%) as shown in Figure 23.

Figure 23: Q12. Which Get into Teaching resources and services are you aware of?



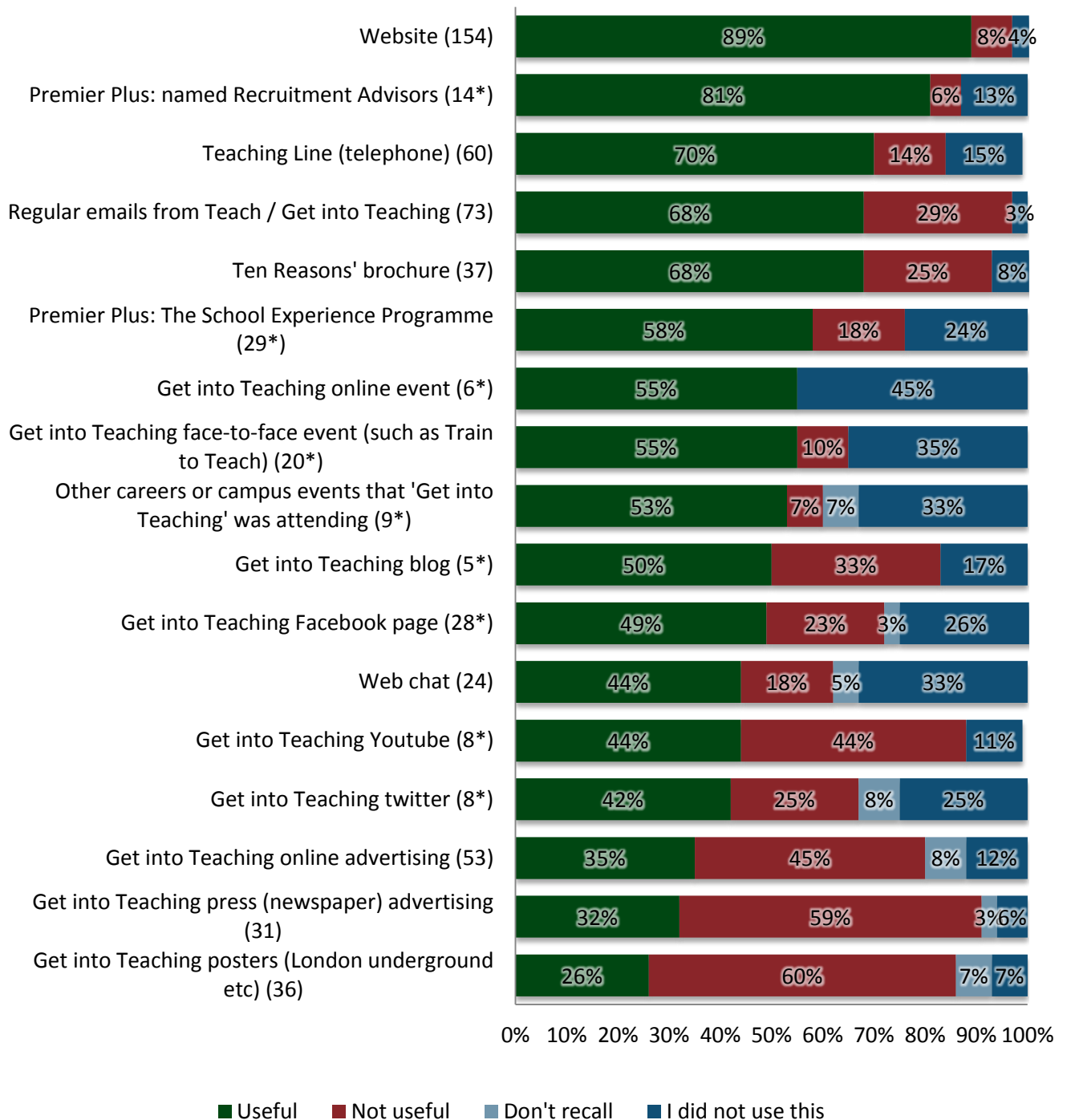
Sample base: Where aware of the Get into Teaching campaign (As shown)

Candidates who had registered with Get into Teaching were particularly aware of many of these materials, including of the regular emails (58%), Teaching Information Line (50%), web chat facility (26%), Facebook page (26%) and Ten Reasons brochure (26%).

All those aware of any Get into Teaching resource were asked whether they had found that resource to be very useful, useful, not very useful, or not at all useful (or they had not used it). Views are summarised in Figure 25 below, aggregating responses to positive (green) and negative (red and blue, where red is not useful and blue is not used), and

showing resources in the order from most to least useful according to those aware. The website was considered very useful or useful by almost 9 in 10 (89%) and Premier Plus advisers by 8 in 10 (81%). The Teaching Line, regular emails and Ten Reasons brochure were each considered useful by approximately 7 in 10 of those aware of these resources. Please note that some of the subsamples below are low (including for Premier Plus advisors and School Experience programme) and so caution in interpretation is required.

Figure 24: Summary: Q13. How useful was...?



Sample base: Where aware of that Get into Teaching resource (as shown) *CAUTION ON BASES <30

Advertising in all its forms was deemed least useful of the formats listed (35% or less stating very useful or useful).

Appendix: Questionnaire

ASK ALL

Q1A. When did you apply to GTTR for initial teacher training? Select one only (your most recent if you have applied more than once).

1. Oct-Dec 2012
2. Jan-Mar 2013
3. Apr – Jun 2013
4. Jul – Sep 2013
5. Other (specify)-

ASK ALL (MANDATORY)

Q1B. What subject(s) did you apply to teach? Select all that apply.

If you have applied more than once, please select the subjects relevant to your most recent application.

1. Biology
2. Chemistry
3. Computing/Computer Science
4. Design & Technology
5. English
6. Geography
7. History
8. Maths
9. Modern Foreign Languages
10. Physics
11. Primary teaching (ages 3-11 years)_
12. Other (specify)

ASK ALL

Q1C. Please select the statement that most closely matches your circumstances.

Select one only.

1. I am a full-time student or graduated in the last year
2. I finished full-time studies more than a year ago but am still in the early stages of developing a career
3. I followed a different career path for a number of years, now looking to pursue a career in teaching

ASK ALL

Q2. Were you successful in your GTTR application for initial teacher training?

Select one only.

1. Yes
2. No
3. Prefer not to say

ASK ALL

Q3. Did you also apply for a place with School Direct? Select one only

1. Yes
2. No
3. Don't Know
4. Unsure what School Direct is

IF Q3 = 1

Q3A. Was the place you applied for with School Direct...? Select one only

1. Fee-paying
2. Salaried
3. Both
4. Unsure

IF Q3 = 1

Q4. Were you successful in your application with School Direct? Select one only.

1. Yes
2. No
3. Prefer not to say

ASK ALL

Q5A. What kinds of help and support did you receive during your decision-making and application to teacher training? Select as many as apply

1. Online Information
2. School Visit/experience
3. Careers Advice
4. Applications Advice
5. None received
6. Other - specify

ASK ALL UNLESS NON RECEIVED AT Q5A

Q5B. From where did you receive the help and support during your decision-making and application to teacher training? Select as many as apply

1. Get into Teaching (Department for Education, Teaching Agency or TDA)
2. Teach First
3. On campus
4. Direct from a school
5. Friends and Family
6. Unsure
7. Other - specify

ASK ALL

Q6. Is there any other help and support you would have liked during your decision-making and application to teacher training, that you did not receive? This may have been at any stage from when you thought you may be interested in teaching to today. Select one only.

1. Yes - please specify:
2. No
3. Unsure

ASK ALL

Q7. Were you aware of the Get into Teaching campaign, or had you seen/heard of any Get into Teaching resources before you applied for initial teacher training? This is the DfE's support programme for those interested in teaching (now under the remit of the National College for Teaching and Leadership and previously TDA and Teaching Agency).

Select one only

1. Yes - go to Q8
2. No - go to Q14
3. Don't know – go to Q14

ASK IF Q7 =1

Q8. Did you register with 'Get into Teaching'? You may have registered online, via the telephone Teaching Line or at an event. Select one only

1. Yes - go to 9
2. No - go to Q11
3. Don't know - go to Q12

ASK IF Q8 = 1

Q9. Why did you register with Get into Teaching? Select all that apply

1. To get advice and support during my decision-making
2. To get more information about bursaries/funding
3. To get more information on routes into teaching
4. To access other services (such as events, School Experience Programme placement or named recruitment advisor support)
5. For application advice
6. I thought it was part of the application process
7. Other (please specify)
8. Don't recall
9. ASK IF Q8 = 1

Q10. Did you receive the information, guidance and/or services you expected by registering? Select one only

1. Yes Go to Q12
2. No Go to Q12
3. Don't recall Go to Q12

ASK IF Q8 = 2

Q11. Why did you not register with Get into Teaching? Select all that apply

1. Was not aware that I could sign up
2. Was not aware of how to sign up
3. Did not see the benefit of registering
4. I received all the support and advice about getting into teaching I needed elsewhere
5. I was able to access all the Get into Teaching resources I needed without registering
6. Don't recall

ASK IF Q7 = 1

Q12. Which Get into Teaching resources and services are you aware of? Select all that apply

ONLINE RESOURCES

1. Website
2. Web chat
3. Regular emails from Teach First/Get into Teaching
4. Get into Teaching Facebook page
5. Get into Teaching twitter
6. Get into Teaching blog
7. Get into Teaching Youtube
8. Get into Teaching online event

FACE TO FACE SUPPORT AND EVENTS

9. Premier Plus: The School Experience Programme
10. Premier Plus: named Recruitment Advisors
11. Get into Teaching face-to-face event (such as Train to Teach)
12. Other careers or campus events that 'Get into Teaching' was attending

TELEPHONE AND HARD COPY SUPPORT

13. Teaching Line (telephone)
14. 'Ten Reasons' brochure (paper copy brochure)

GET INTO TEACHING ADVERTISING

15. Get into Teaching online advertising
16. Get into Teaching press (newspaper) advertising
17. Get into Teaching posters (London underground etc)
18. None of these/cannot remember

ASK WHERE Q10 ≠18, ASKED FOR EACH RESOURCE AT Q12

Q13. How useful was (insert name of resource)? Select one only

1. Very useful
2. Useful
3. Not very useful
4. Not at all useful
5. I did not use this
6. Don't recall

ASK ALL

Q14. What is your gender? Select one only.

1. Female
2. Male
3. Prefer not to say

Thank you for taking part in this survey. For taking part you will be entered into a prize draw to win £200 of high street shopping vouchers.

We are also undertaking qualitative research, in the form of confidential 'depth' interviews and online focus groups, exploring motivations and barriers into teacher training in more detail. If you are invited to take part, this will be arranged by phone at a time to suit you. It will be led by an independent researcher from BMG Research, and if you take part you will be paid £15 in high street shopping vouchers as a thank you for your time).

ASK ALL (ON SAME PAGE AS ABOVE TEXT)

Q15. Are you happy for your details to be put forward to potentially be invited to take part in a research interview or online focus group? Select one only

1. Yes I am happy to be invited to take part in further research about decision-making and application for teacher training
2. No

IF Q15 = 1

Q16. Please provide your name, and contact number below. This will only be used to invite you to take part in the research indicated above, or to inform you if you have won the prize draw for taking part today.

Name: Direct Tel Number (including the dialling code):

Are you happy to provide your email address for this research? Again this will only be used for the purpose of this research study and to inform you if you have won the prize draw.

1. Yes – SHOW INSTRUCTIONS BELOW ON SAME SCREEN
2. No – SKIP TO CLOSING STATEMENT

Please enter your email address.

Email:

IF Q15 = 2

Q16b. Please provide your name and contact number below. This will only be used to inform you if you have won the prize draw for taking part today.

Name: Direct Tel Number (including the dialling code):

- I do not wish to take part in the prize draw. – SKIP TO CLOSING STATEMENT

Are you happy to provide your email address? Again this will only be used to inform you if you have won the prize draw.

1. Yes – SHOW INSTRUCTIONS BELOW ON SAME SCREEN
2. No – SKIP TO CLOSING STATEMENT

Please enter your email address.

Email:

That is the end of the questions. By clicking next you will submit your response to BMG Research. Please take some time to review your responses before submitting your response should you wish.

Thank you very much for your time.

Appendix: Statement of Compliance

Compliance with International Standards

BMG complies with the International Standard for Quality Management Systems requirements (ISO 9001:2008) and the International Standard for Market, opinion and social research service requirements (ISO 20252:2012).

Interpretation and publication of results

The interpretation of the results as reported in this document pertain to the research problem and are supported by the empirical findings of this research project and, where applicable, by other data. These interpretations and recommendations are based on empirical findings and are distinguishable from personal views and opinions.

BMG will not publish any part of these results without the written and informed consent of the client.

Ethical practice

BMG promotes ethical practice in research: We conduct our work responsibly and in light of the legal and moral codes of society.

We have a responsibility to maintain high scientific standards in the methods employed in the collection and dissemination of data, in the impartial assessment and dissemination of findings and in the maintenance of standards commensurate with professional integrity.

We recognise we have a duty of care to all those undertaking and participating in research and strive to protect subjects from undue harm arising as a consequence of their participation in research. This requires that subjects' participation should be as fully informed as possible and no group should be disadvantaged by routinely being excluded from consideration. All adequate steps shall be taken by both agency and client to ensure that the identity of each respondent participating in the research is protected.



National College for
Teaching & Leadership

© Crown copyright [2014]

Reference: DFE- RR380C

ISBN: 978-1-78105-414-7

You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v2.0. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/version/2 or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

Any enquiries regarding this publication should be sent to us at:
college.consultations@education.gsi.gov.uk or www.education.gov.uk/contactus

This document is available for download at www.gov.uk/government/publications