National College for
Teaching & Leadership

The customer journey to initial teacher training

Appendices 3-5

March 2016

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Institute for Employment Studies

Acknowledgements

The Institute for Employment Studies

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1.   Introduction and Methodology

Profile of survey respondents

Table 1.1: Profile of survey respondents – gender breakdown

	Male %	Female %	All %
Circumstances*			
Career changers – outside of education sector	50.5	36.3	39.2
Full-time student or graduated in the last year	20.6	29.9	28.0
Early career	17.6	18.0	17.9
Career changers – within education sector	11.3	15.8	14.9
Base (N)	**204**	**785**	**989**
Age range*			
16-24	20.5	28.4	26.8
25-34	29.3	32.3	31.7
35+	50.2	39.3	41.5
Base (N)	**205**	**799**	**1,004**
Caring responsibilities			
No caring responsibilities	61.8	52.7	54.5
Caring responsibilities, with partner	29.9	35.9	34.7
Caring responsibilities, without partner	8.3	11.4	10.8
Base (N)	**204**	**799**	**1,003**
Degree			
First	14.2	15.6	15.3
2:1	37.3	40.2	39.6
2:2	27	22.5	23.4
Other	9.8	13.2	12.5
Not applicable, did not do a degree**	11.8	8.5	9.1
Base (N)	**204**	**813**	**1,017**
Region			
South East	19.4	19.1	19.1
London	17.8	18.8	18.7
North West	16.2	18.8	18.3
Yorkshire and the Humber	11.5	8.2	8.8
West Midlands	6.8	7.7	7.5
South West	7.3	7.3	7.3
East of England	8.4	7.0	7.2
North East	6.3	6.7	6.6
East Midlands	6.3	6.4	6.5
Base (N)	**191.0**	**796**	**987**

Source: IES Survey, 2015
* Denotes statistically significant difference ($p < 0.05$).
** This includes Undergraduate applicants
Base: All respondents.

Table 1.2: Profile of survey respondents – ethnicity breakdown

	White %	BME %	All %
Circumstances*			
Career changers – outside of education sector	39.2	38.9	39.1
Full-time student or graduated in the last year	30.6	18.0	27.9
Early career	15.9	26.1	18.1
Career changers – within education sector	14.3	17.1	14.9
Base (N)	**784**	**211**	**995**
Region*			
South East	21.1	11.3	19.1
London	11.7	44.3	18.7
North West	19.6	13.2	18.3
Yorkshire and the Humber	9.8	5.2	8.8
West Midlands	7.0	9.4	7.5
South West	8.0	4.7	7.3
East of England	8.3	3.3	7.2
North East	7.5	3.3	6.6
East Midlands	6.9	5.2	6.5
Base (N)	**785**	**212**	**997**
Degree*			
First	17.2	9.0	15.4
2:1	41.2	33.6	39.5
2:2	21.6	30.5	23.6
Other	10.8	18.4	12.5
Not applicable, did not do a degree**	9.2	8.5	9.1
Base (N)	**804**	**223**	**1,027**
Age range*			
16-24	29.6	16.6	26.8
25-34	31.9	30.9	31.7
35+	38.5	52.5	41.5
Base (N)	**793**	**217**	**1010**
Caring responsibilities*			
No caring responsibilities	58.2	42.3	54.8
Caring responsibilities, with partner	33.5	38.2	34.6
Caring responsibilities, without partner	8.2	19.5	10.7
Base (N)	**790**	**220**	**1,010**

Source: IES Survey, 2015

* Denotes statistically significant difference (p < 0.05)

** This includes Undergraduate applicants

Base: All respondents.

Table 1.3: Profile of survey respondents – caring responsibilities

	No caring responsibilities %	Caring responsibilities, with partner %	Caring responsibilities, without partner %	All %
Circumstances*				
Career changers – outside of the education sector	28.8	58.0	35.8	39.5
Full-time student or graduated in the last year	37.0	10.8	30.2	27.3
Early career	22.1	13.2	13.2	18.1
Career changers – within education sector	12.1	18.0	20.8	15.0
Base (N)	**538**	**333**	**106**	**977**
Region				
South East	19.6	19.8	12.1	18.9
London	17.2	17.8	29.3	18.6
North West	16.4	21.3	19.2	18.4
Yorkshire and the Humber	9.0	9.3	8.1	9.0
West Midlands	7.9	7.0	8.1	7.6
South West	7.7	6.7	7.1	7.3
East of England	7.1	7.0	7.1	7.1
East Midlands	6.5	6.4	7.1	6.6
North East	8.6	4.7	2.0	6.6
Base (N)	**535**	**343**	**99**	**977**
Degree*				
First	16.0	16.0	10.2	15.4
2:1	44.3	35.0	29.6	39.5
2:2	22.1	23.5	34.3	23.9
Other	10.2	16.6	12.0	12.6
Not applicable, didn't do a degree**	7.4	8.9	13.9	8.6
Base (N)	**551**	**349**	**108**	**1,008**
Age range*				
16-24	40.9	2.6	24.3	25.9
25-34	38.7	24.9	20.6	32.0
35+	20.4	72.4	55.1	42.1
Base (N)	**543**	**341**	**107**	**991**

Source: IES Survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

** This includes Undergraduate applicants

Base: All respondents.

Table 1.4: Profile of survey respondents – circumstances

	Full-time student or graduated in the last year %	Early career %	Career changers – within education sector %	Career changers – outside of the education sector %	All %
Age*					
16-24	69.2	32.6	7.1	2.6	27.4
25-34	18.5	52.0	37.1	31.3	32.2
35+	12.3	15.4	55.7	66.1	40.3
Base (N)	**276**	**175**	**140**	**386**	**977**
Region*					
South East	17.0	16.6	16.7	21.9	18.8
North West	19.3	17.1	20.1	18.4	18.7
London	10.7	20.6	24.3	19.7	18.0
Yorkshire and the Humber	8.9	6.9	12.5	8.0	8.7
West Midlands	8.9	8.6	4.9	7.5	7.7
South West	7.0	9.7	6.9	7.2	7.6
East of England	8.9	6.3	8.3	5.9	7.2
East Midlands	10.4	5.7	1.4	6.7	6.7
North East	8.9	8.6	4.9	4.8	6.6
Base (N)	**270**	**175**	**144**	**375**	**964**
Degree*					
First	20.9	15.6	14.2	12.3	15.6
2:1	42.6	42.2	41.2	37.0	40.1
2:2	13.7	32.2	18.9	28.8	23.7
Other	11.2	6.7	17.6	12.3	11.8
Not applicable, didn't do a degree**	11.6	3.3	8.1	9.5	8.8
Base (N)	**277**	**180**	**148**	**389**	**994**

Source: IES Survey, 2015.

* Denotes statistically significant difference (p < 0.05).

** This includes Undergraduate applicants

Base: All respondents.

Table 1.5: Profile of survey respondents – age breakdown

	16-24 %	25-34 %	35+ %	All %
Region*				
South East	18.9	15.5	21.8	18.8
North West	14.4	19.7	19.1	18.7
London	9.5	21	22.3	18.0
Yorkshire and the Humber	11.0	7.1	8.9	8.7
West Midlands	8.3	10.6	4.7	7.7
South West	9.5	5.5	7.4	7.6
East of England	7.6	8.1	6.7	7.2
East Midlands	12.1	4.2	5.0	6.7
North East	8.7	8.4	4.0	6.6
Base (N)	**264**	**310**	**403**	**964**
Degree*				
First	14.9	16.6	14.6	15.6
2:1	46.5	43.8	32.0	40.1
2:2	16.4	24.4	27.7	23.7
Other	8.6	9.7	17.2	11.8
Not applicable, did not do a degree**	13.8	5.6	8.6	8.8
Base (N)	**269**	**320**	**419**	**994**

Source: IES Survey, 2015.

* Denotes statistically significant difference (p < 0.05)

** This includes Undergraduate applicants

Base: All respondents.

Table 1.6: Profile of those considering early years

13	No/Not known %	Considered and/or applied to early years ITT %	All %
Gender			
Male	91.3	8.7	100.0
Female	60.2	39.8	100.0
Base (N)	**681**	**343**	**1,024**
Ethnicity			
White	66.4	33.6	100.0
BME	67.3	32.7	100.0
Base (N)	**686**	**344**	**1,030**
Caring responsibilities			
No caring responsibilities	73.9	26.1	100.0
Caring responsibilities, with partner	56.4	43.6	100.0
Caring responsibilities, without partner	64.8	35.2	100.0
Base (N)	**678**	**335**	**1,013**
Age group*			
16-24	74.6	25.4	100.0
25-34	63.5	36.5	100.0
35+	63.7	36.3	100.0
Base (N)	**675**	**339**	**1,014**
Circumstances*			
Early career	70.4	29.6	100.0
Followed a career in teaching without completing ITT, now looking to complete IT	50.0	50.0	100.0
Followed a different career path for a number of years, now looking to pursue a career in teaching	68.5	31.5	100.0
Base (N)	**668**	**334**	**1,002**
Type of Applicant			
Applicant (applied or in process of applying)	66.9	33.1	100.0
Pending (still considering applying)	63.2	36.8	100.0
Lost (not applying)	71.7	28.3	100.0
Base (N)	**693**	**346**	**1,039**

Source: IES Survey, 2015. * Denotes statistically significant difference (p < 0.05)

** This includes Undergraduate applicants

Base: All respondents.

Table 1.7: Profile of those considering School Direct

	No/Not known %	Considered and/or applied to School Direct (fee, salaried or early years) %	All %
Gender			
Male	42.0	58.0	100.0
Female	52.0	48.0	100.0
Base (N)	**512**	**512**	**1,024**
Ethnicity			
White	48.0	52.0	100.0
BME	56.5	43.5	
Base (N)	**513**	**517**	**1,030**
Circumstances*			
Early career	51.4	48.6	100.0
Followed a career in teaching without completing ITT, now looking to complete IT	56.1	43.9	100.0
Followed a different career path for a number of years, now looking to pursue a career in teaching	45.0	55.0	100.0
Base (N)	**497**	**505**	**1,002**
Whether considered and/or applied to early years ITT*			
Whether considered and/or applied to early years ITT	41.3	58.7	100.0
Whether considered and/or applied to early years ITT	67.6	32.4	100.0
Base (N)	**520**	**519**	**1,039**

Source: IES Survey, 2015. * Denotes statistically significant difference (p < 0.05)

** This includes Undergraduate applicants

Base: All respondents.

2.   Motivations and Triggers

Table 2.0: Motivations to considering a career in teaching, by whether early years or not

	Early years					Not early years				
	A lot %	Some %	A little %	Not at all %	N	A lot %	Some %	A little %	Not at all %	N
Career where I can make a difference/have a positive impact on people's lives	83.6	13.5	2.3	0.6	342	86.1	11.7	1.9	0.3	683
Career that offers the opportunity to work with/inspire children*	90.9	8.2	0.3	0.6	340	75.9	20.9	2.4	0.9	676
Career that enables me to use my knowledge and skills in a subject I am passionate about*	61.6	26.0	9.7	2.7	331	67.1	26.6	5.4	0.9	681
Career that offers challenge and variety	53.6	38.5	7.1	0.9	338	53.5	36.0	8.4	2.1	678
Career that offers stability and job security	37.4	36.2	17.1	9.3	334	31.6	37.0	23.3	8.1	670
Career that offers progression opportunities	35.5	34.3	20.5	9.6	332	30.4	37.2	22.8	9.6	667
Career that offers long holidays and flexible working hours	19.3	27.5	25.1	28.1	327	19.3	26.9	31.5	22.2	657
Believed I would make a good teacher	69.2	25.7	4.2	0.9	331	62.8	31.7	4.6	0.9	675
Other	50.0	21.1	18.4	10.5	38	53.6	19.6	11.3	15.5	97

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05)

Base: All respondents

Table 2.1: Motivations to considering a career in teaching, by gender

	Male					Female				
	A lot %	Some %	A little %	Not at all %	N	A lot %	Some %	A little %	Not at all %	N
Career where I can make a difference/have a positive impact on people's lives	82.4	13.7	3.9	0	205	85.9	12.0	1.6	0.5	806
Career that offers the opportunity to work with/inspire children *	64.2	29.9	5.0	1.0	201	85.0	13.4	0.9	0.7	801
Career that enables me to use my knowledge and skills in a subject I am passionate about	67.3	26.8	4.4	1.5	205	64.8	26.4	7.3	1.5	793
Career that offers challenge and variety	51.0	39.2	7.4	2.5	204	54.0	36.3	8.1	1.5	798
Career that offers stability and job security	31.7	35.6	23.3	9.4	202	33.8	37.1	20.9	8.2	788
Career that offers progression opportunities	31.0	37.9	21.7	9.4	203	32.5	35.8	22.0	9.7	782
Career that offers long holidays and flexible working hours	18.2	26.8	34.3	20.7	198	19.7	27.1	28.1	25.1	772
Believed I would make a good teacher	65.7	29.4	4.0	1.0	201	65.5	29.0	4.7	0.9	791
Other	48.8	20.9	18.6	11.6	43	53.9	20.2	10.1	15.7	89

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05)

Base: All respondents

Table 2.2: Motivations to considering a career in teaching, by ethnicity

	White					BME				
	A lot %	Some %	A little %	Not at all %	N	A lot %	Some %	A little %	Not at all %	N
Career where I can make a difference/have a positive impact on people's lives	84.3	13.2	2.2	0.2	801	90.3	7.4	1.4	0.9	216
Career that offers the opportunity to work with/inspire children	80.5	17.2	1.5	0.8	796	83.0	14.6	1.9	0.5	212
Career that enables me to use my knowledge and skills in a subject I am passionate about*	63.3	27.7	7.3	1.8	792	73.6	22.2	4.2	0	212
Career that offers challenge and variety*	51.4	38.7	8.1	1.8	798	62.4	29.0	7.6	1.0	210
Career that offers stability and job security*	29.8	37.5	22.9	9.8	789	47.8	34.8	13.5	3.9	207
Career that offers progression opportunities*	28.6	37.4	23.3	10.6	789	46.0	32.7	16.3	5.0	202
Career that offers long holidays and flexible working hours*	16.4	25.3	31.4	27	775	30.8	34.3	21.4	13.4	201
Believed I would make a good teacher*	61.8	32.5	4.8	0.9	787	78.2	18.5	2.8	0.5	211
Other	49.5	21.6	13.4	15.5	97	63.9	16.7	11.1	8.3	36

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05)

Base: All respondents

Table 2.3: Motivations to considering a career in teaching, by age

	16-24					25-34					35+				
	A lot %	Some %	A little %	Not at all %	N	A lot %	Some %	A little %	Not at all %	N	A lot %	Some %	A little %	Not at all %	N
Career where I can make a difference/have a positive impact on people's lives	84.9	12.1	2.9	0	272	84.7	14	1.2	0	321	85.8	11	2.2	1.0	408
Career that offers the opportunity to work with/inspire children	82.0	15.4	1.5	1.1	272	78.5	18.3	2.2	0.9	317	81.4	16.8	1.2	0.5	404
Career that enables me to use my knowledge and skills in a subject I am passionate about*	58.3	32.8	7.7	1.1	271	65.7	24.5	8.2	1.6	318	70.0	23.5	4.8	1.8	400
Career that offers challenge and variety	51.8	38.2	7.4	2.6	272	53.8	35.5	9.4	1.3	318	54.1	37.2	7.2	1.5	403
Career that offers stability and job security	32.1	35.1	24.7	8.1	271	35.5	39.9	18.2	6.3	318	31.9	36.2	21.2	10.7	392
Career that offers progression opportunities	32.8	38.0	20.7	8.5	271	33.8	38.5	20.5	7.3	317	29.9	33.8	24	12.4	388
Career that offers long holidays and flexible working hours	17.9	23.3	30.5	28.2	262	17.7	30.7	29.1	22.5	316	20.1	26.9	30.3	22.7	383
Believed I would make a good teacher*	56.3	39.2	3.7	0.7	268	65.4	26.0	7.3	1.3	315	70.6	26.2	2.7	0.5	401
Other	41.9	25.8	16.1	16.1	31	45.2	26.2	11.9	16.7	42	62.7	13.6	11.9	11.9	59

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$)

Base: All respondents

Table 2.4: Motivations to considering a career in teaching, by by caring responsibilities

	No caring responsibilities					Caring responsibilities, with partner					Caring responsibilities, without partner				
	A lot %	Some %	A little %	Not at all %	N	A lot %	Some %	A little %	Not at all %	N	A lot %	Some %	A little %	Not at all %	N
Career where I can make a difference/have a positive impact on people's lives	84.5	12.6	2.7	0.2	554	85.3	12.3	1.8	0.6	341	88.6	10.5	0	1.0	105
Career that offers the opportunity to work with/inspire children	78.3	17.9	2.6	1.3	549	83.0	15.8	0.9	0.3	342	84.0	16.0	0	0	100
Career that enables me to use my knowledge and skills in a subject I am passionate about	62.4	27.5	8.4	1.7	545	67.5	26.6	4.4	1.5	338	75.0	19.2	4.8	1.0	104
Career that offers challenge and variety	53.6	36.7	7.6	2.0	550	52.1	38.2	8.3	1.5	338	56.3	33.0	9.7	1.0	103
Career that offers stability and job security*	34.9	37.3	20.1	7.7	542	28.0	38.1	23.5	10.4	336	44.6	31.7	17.8	5.9	101
Career that offers progression opportunities*	32.4	36.0	21.0	10.7	544	27.9	38.8	23.3	10.0	330	44.0	31.0	22.0	3.0	100
Career that offers long holidays and flexible working hours*	16.4	26.8	31.3	25.5	537	20.4	27.7	29.0	22.9	328	33.7	24.2	20.0	22.1	95
Believed I would make a good teacher	59.4	33.3	5.9	1.5	544	69.5	27.2	3.3	0	334	79.8	18.3	1.9	0	104
Other	45.8	22.2	13.9	18.1	72	59.5	19.0	9.5	11.9	42	64.7	17.6	11.8	5.9	17

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05)

Base: All respondents

Table 2.5: Motivations to considering a career in teaching, by circumstances

	In early career					Career in education					Career elsewhere				
	A lot %	Some %	A little %	Not at all %	N	A lot %	Some %	A little %	Not at all %	N	A lot %	Some %	A little %	Not at all %	N
Career where I can make a difference/have a positive impact on people's lives	85.7	12.1	2.0	0.2	461	84.8	11.0	3.4	0.7	145	84.9	13.0	1.8	0.3	384
Career that offers the opportunity to work with/inspire children	82.5	14.9	1.8	0.9	456	85.4	13.2	1.4	0	144	77.0	20.4	1.6	1.0	382
Career that enables me to use my knowledge and skills in a subject I am passionate about*	60.9	29.9	7.9	1.3	458	76.7	15.8	6.8	0.7	146	65.4	27.1	5.6	1.9	376
Career that offers challenge and variety	53.4	36.8	7.8	2.0	459	60.7	31.7	7.6	0	145	50.5	39.2	8.4	1.8	380
Career that offers stability and job security	32.5	37.5	23.0	7.0	456	42.0	33.6	13.3	11.2	143	31.6	37.4	22.2	8.8	374
Career that offers progression opportunities	32.8	38.3	21.4	7.5	454	39.3	33.1	16.6	11.0	145	29.5	34.1	26.0	10.3	369
Career that offers long holidays and flexible working hours	18.2	24.4	30.5	26.9	446	22.1	30.7	24.3	22.9	140	19.3	29.6	30.2	20.9	368
Believed I would make a good teacher*	58.8	35.0	5.1	1.1	451	76.4	19.4	4.2	0	144	67.7	27.2	4.2	0.8	378
Other	50.0	25.9	15.5	8.6	58	61.1	16.7	5.6	16.7	18	49.1	16.4	14.5	20.0	55

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

Table 2.6: Triggers to considering a career in teaching, by gender

	Male %	Female %
Wanted to change my career/was ready for a change*	57.8	39.1
Been unable to find a suitable job*	12.1	6.0
Wanted to be able to keep on studying*	13.1	22.1
Was encouraged by someone (friend, family, careers advisor, teacher)	34.0	30.4
Funding (scholarship or bursary) was available	30.6	32.0
Some recent experience working in a nursery/school/working with young people and enjoyed it	41.3	48.4
Was persuaded by advertisements and information about teaching*	12.1	5.8
Have always wanted to be a teacher*	35.0	43.9
Other	4.9	4.8
Base (N)	**206**	**816**

Source: IES survey, 2015.

Denotes statistically significant difference (p < 0.05).

Base: All respondents.*

Multiple response questions so sums may be greater than 100%

Table 2.7: Triggers to considering a career in teaching, by ethnicity

	White %	BME %
Wanted to change my career/was ready for a change	44.2	39.2
Been unable to find a suitable job	6.7	8.6
Wanted to be able to keep on studying	19.5	23.0
Was encouraged by someone (friend, family, careers advisor, teacher)	30.8	32.4
Funding (scholarship or bursary) was available	32.6	28.4
Some recent experience working in a nursery/school/working with young people and enjoyed it	47.1	45.5
Was persuaded by advertisements and information about teaching	6.8	7.7
Have always wanted to be a teacher*	40.3	48.2
Other	4.1	6.8
Base (N)	**806**	**222**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.*

Multiple response questions so sums may be greater than 100%

Table 2.8: Triggers to considering a career in teaching, by age

	16-24 %	25-34 %	35+ %
Wanted to change my career/was ready for a change*	10.3	52.6	56.8
Been unable to find a suitable job*	4.0	12.1	6.0
Wanted to be able to keep on studying	20.2	20.4	19.7
Was encouraged by someone (friend, family, careers advisor, teacher)	31.3	34.1	28.5
Funding (scholarship or bursary) was available	27.9	33.4	32.9
Some recent experience working in a nursery/school/working with young people and enjoyed it*	58.1	45.8	40.3
Was persuaded by advertisements and information about teaching	7.4	5.3	7.9
Have always wanted to be a teacher*	58.8	41.5	31.2
Other	3.3	2.5	7.2
Base (N)	**272**	**323**	**417**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 2.9: Triggers to considering a career in teaching, by caring responsibilities

	No caring responsibilities %	Caring responsibilities, with partner %	Caring responsibilities, without partner %
Wanted to change my career/was ready for a change*	37.2	54.5	41.7
Been unable to find a suitable job*	9.5	4.3	6.5
Wanted to be able to keep on studying	20.0	20.7	20.4
Was encouraged by someone (friend, family, careers advisor, teacher)	31.5	32.0	27.8
Funding (scholarship or bursary) was available	30.6	36.3	26.9
Recent experience working in a nursery/school/working with young people & enjoyed it	49.6	42.1	46.3
Was persuaded by advertisements and information about teaching	7.6	6.9	4.6
Have always wanted to be a teacher*	45.3	33.4	45.4
Other	4.7	5.2	3.7
Base (N)	**556**	**347**	**108**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$)

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 2.10: Triggers to considering a career in teaching, by circumstances

	In early career %	Career in education %	Career elsewhere %
Wanted to change my career/was ready for a change*	24.6	26.5	72.6
Been unable to find a suitable job	6.9	6.1	8.2
Wanted to be able to keep on studying*	22.9	27.9	14.4
Was encouraged by someone (friend, family, careers advisor, teacher)	34.8	29.9	29.0
Funding (scholarship or bursary) was available	33.5	34.0	29.5
Some recent experience working in a nursery/school/working with young people and enjoyed it*	51.8	54.4	39.7
Was persuaded by advertisements and information about teaching*	6.3	2.7	10.0
Have always wanted to be a teacher*	50.5	51.7	28.2
Other	4.5	4.8	4.4
Base (N)	**463**	**147**	**390**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

3. Preferences and application behaviour

Table 3.1: What training courses respondents considered, by gender

	Male %	Female %
Considered an undergraduate degree course leading to EYTS (early years teacher status) in a university*	2.9	11.2
Considered a postgraduate degree course based in a university*	59.7	51.4
Considered a School-Centred Initial Teacher Training (SCITT) programme	35.9	30.4
Considered a School Direct programme*	42.7	30.8
Considered a School Direct salaried placement*	39.8	30.7
Considered a School Direct early years' programme*	1.9	8.1
Considered early years initial teacher training*	3.4	27.7
Considered early years initial teacher training (Assessment only)*	0.5	6.5
Considered Teach First*	21.8	15.5
Considered Other	2.4	3.7
Don't know	6.3	3.6
Base (N)	**206**	**815**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.2: What training courses respondents considered, by ethnicity

	White %	BME %
Considered an undergraduate degree course leading to EYTS (early years teacher status) in a university	9.7	9.0
Considered a postgraduate degree course based in a university	54.0	50.2
Considered a School-Centred Initial Teacher Training (SCITT) programme	32.3	29.6
Considered a School Direct programme*	36.1	24.2
Considered a School Direct salaried placement	32.7	31.8
Considered a School Direct early years' programme	6.7	7.2
Considered early years initial teacher training	23.0	21.5
Considered early years initial teacher training (Assessment only)	5.1	6.3
Considered Teach First	16.9	16.6
Considered Other*	2.9	4.5
Don't know	3.5	6.3
Base (N)	**804**	**223**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.3: What training courses respondents considered, by age group

	16-24 %	25-34 %	35+ %
Considered an undergraduate degree course leading to EYTS (early years teacher status) in a university	10.7	11.2	7.9
Considered a postgraduate degree course based in a university*	69.9	54.7	40.8
Considered a School-Centred Initial Teacher Training (SCITT) programme	28.3	34.5	31.2
Considered a School Direct programme*	39.3	35.7	28.3
Considered a School Direct salaried placement*	16.2	39.4	37.4
Considered a School Direct early years' programme*	2.6	9.3	7.4
Considered early years initial teacher training	17.6	24.5	24.7
Considered early years initial teacher training (Assessment only)*	1.8	4.3	7.9
Considered Teach First*	24.3	20.2	9.8
Considered Other	5.1	1.9	2.9
Don't know	1.5	2.8	6.5
Base (N)	**272**	**322**	**417**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.4: What training courses respondents considered, by circumstances

	In early career %	Career in education %	Career elsewhere %
Considered an undergraduate degree course leading to EYTS (early years teacher status) in a university	10.2	10.1	7.9
Considered a postgraduate degree course based in a university*	66.0	36.5	46.7
Considered a School-Centred Initial Teacher Training (SCITT) programme	29.9	33.8	35.1
Considered a School Direct programme*	37.0	23.0	34.4
Considered a School Direct salaried placement*	22.7	35.8	42.8
Considered a School Direct early years' programme	5.8	10.1	6.7
Considered early years initial teacher training*	20.1	33.1	22.1
Considered early years initial teacher training (Assessment only)*	3.7	12.8	3.8
Considered Teach First*	21.4	10.1	14.4
Considered Other	4.3	2.7	2.1
Don't know	2.4	2.0	6.4
Base (N)	**462**	**148**	**390**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.5: What training courses respondents considered, by caring responsibilities

	No caring responsibilities %	Caring responsibilities, with partner %	Caring responsibilities, without partner %
Considered an undergraduate degree course leading to EYTS (early years teacher status) in a university	7.9	9.5	13.9
Considered a postgraduate degree course based in a university*	61.8	40.6	50.9
Considered a School-Centred Initial Teacher Training (SCITT) programme	32.4	32.0	26.9
Considered a School Direct programme*	36.4	32.3	24.1
Considered a School Direct salaried placement	31.0	37.5	26.9
Considered a School Direct early years' programme*	5.6	9.8	3.7
Considered early years initial teacher training*	18.7	29.4	21.3
Considered early years initial teacher training (Assessment only)*	3.4	8.1	6.5
Considered Teach First*	21.1	11.5	13.0
Considered Other	3.6	2.6	2.8
Don't know	3.1	6.3	2.8
Base (N)	**555**	**347**	**108**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.6: Age range considered, by gender

	Male %	Female %
Considered 0-5 (early years, including nursery)*	8.0	47.5
Considered 3-11 (primary)*	27.5	49.0
Considered 8-14 (middle school)*	28.0	16.7
Considered 11-16/18 (secondary)	78.0	37.7
Base (N)	**200**	**806**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.7: Age range considered, by ethnicity

	White %	BME %
Considered 0-5 (early years, including nursery)	39.8	38.8
Considered 3-11 (primary)*	46.7	37.9
Considered 8-14 (middle school)	18.5	22.4
Considered 11-16/18 (secondary)	45.5	47.0
Base (N)	**793**	**219**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.8: Types of middle and secondary specialisms considered, by gender

	Male %	Female %
Considered specialism Biology	10.2	13.6
Considered specialism Chemistry	16.2	13.9
Considered specialism Computing/Computer Science*	19.8	7.5
Considered specialism Design & Technology	6.0	6.9
Considered specialism English	10.2	19.6
Considered specialism Geography	5.4	6.3
Considered specialism History	10.2	7.8
Considered specialism Maths*	37.7	21.1
Considered specialism Modern Foreign Languages*	11.4	21.7
Considered specialism Physics*	25.7	6.9
Considered SEND	4.8	9.0
Other	15.6	20.5
Don't know	0.6	1.2
Base (N)	**167**	**332**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.9: Types of middle and secondary specialisms considered, by ethnicity

	White %	BME %
Considered specialism Biology	12.3	13.2
Considered specialism Chemistry	14.6	14.9
Considered specialism Computing/Computer Science	10.7	15.7
Considered specialism Design & Technology	5.2	10.7
Considered specialism English	15.9	19.8
Considered specialism Geography	6.8	4.1
Considered specialism History	9.1	6.6
Considered specialism Maths*	23.8	35.5
Considered specialism Modern Foreign Languages	18.5	18.2
Considered specialism Physics	13.3	11.6
Considered SEND	7.6	7.4
Considered specialism Other	20.1	14.0
Considered don't know	0.8	1.7
Base (N)	**383**	**121**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.10: Types of primary specialisms considered, by gender

	Male %	Female %
SEND	[36.7]	38.5
Consider specialism Primary PE	[26.7]	11.9
Consider specialism Primary Maths	[50.0]	31.2
Other	[30.0]	25.8
Don't know	[0]	16.9
Base (N)	**30**	**260**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

Multiple response questions so sums may be greater than 100%.

Figures in brackets should be treated with caution due to low base size.

Table 3.11: Types of primary specialisms considered, by ethnicity

	White %	BME %
SEND	37.8	39.0
Consider specialism Primary PE*	15.0	6.8
Consider specialism Primary Maths	27.0	54.2
Other	26.6	25.4
Don't know	17.6	6.8
Base (N)	**233**	**59**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 3.12: Types of training course applied for, by gender

	Male %	Female %
Applied an undergraduate degree course leading to EYTS	3.9	6.38
Applied a postgraduate degree course based in a university*	64.1	50.8
Applied a School-Centred Initial Teacher Training (SCITT) programme	17.2	11.7
Applied a School Direct programme*	29.7	19.6
Applied a School Direct salaried placement*	14.8	9.0
Applied a School Direct early years' programme	0.8	1.1
Applied early years initial teacher training*	3.1	23.4
Applied early years initial teacher training (Assessment only)	0	2.7
Applied Teach First	4.7	3.6
Applied Other	0.8	4.0
Don't know	1.6	3.6
Base (N)	**128**	**555**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: Those who have applied or are in the process of applying.

Multiple response questions so sums may be greater than 100%

Table 3.13: Types of training course applied for, by ethnicity

	White %	BME %
Applied an undergraduate degree course leading to EYTS	6.4	5.8
Applied a postgraduate degree course based in a university	54.3	50.4
Applied a School-Centred Initial Teacher Training (SCITT) programme	12.8	11.5
Applied a School Direct programme	23.2	15.8
Applied a School Direct salaried placement	9.1	14.4
Applied a School Direct early years' programme	0.9	1.4
Applied early years initial teacher training	19.2	20.9
Applied early years initial teacher training (Assessment only)	2.0	2.9
Applied Teach First	3.8	4.3
Applied Other*	2.7	4.3
Don't know	2.7	5.0
Base (N)	**547**	**139**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: Those who have applied or are in the process of applying .

Multiple response questions so sums may be greater than 100%

Table 3.14: Types of training course applied for, by age group

	16-24 %	25-34 %	35+ %
Applied an undergraduate degree course leading to EYTS	5.7	7.1	5.7
Applied a postgraduate degree course based in a university*	68.7	54.2	36.6
Applied a School-Centred Initial Teacher Training (SCITT) programme	10.9	12.0	14.1
Applied a School Direct programme*	27.8	20.4	16.7
Applied a School Direct salaried placement*	0.9	14.2	15.4
Applied a School Direct early years' programme	0	1.8	1.3
Applied early years initial teacher training*	13.0	19.6	26.4
Applied early years initial teacher training (Assessment only)*	0.4	1.3	4.8
Applied Teach First*	7.4	3.1	1.3
Applied Other	3.9	1.8	4.0
Don't know	3.5	3.1	3.1
Base (N)	**230**	**225**	

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: Those who have applied or are in the process of applying.

Multiple response questions so sums may be greater than 100%

Table 3.15: Types of training course applied for, by circumstances

	In early career %	Career in education %	Career elsewhere %
Applied an undergraduate degree course leading to EYTS	5.8	8.2	5.6
Applied a postgraduate degree course based in a university*	65.1	33.7	43.1
Applied a School-Centred Initial Teacher Training (SCITT) programme	11.5	13.3	14.4
Applied a School Direct programme	23.4	16.3	21.3
Applied a School Direct salaried placement*	4.4	15.3	18.1
Applied a School Direct early years' programme	0.8	1.0	1.4
Applied early years initial teacher training*	15.7	35.7	19.0
Applied early years initial teacher training (Assessment only)*	0.5	7.1	2.3
Applied Teach First	4.9	5.1	1.9
Applied Other	3.8	3.1	2.3
Don't know	3.6	1.0	4.2
Base (N)	**364**	**98**	**216**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying .

Multiple response questions so sums may be greater than 100%

Table 3.16: Types of training course applied for, by caring responsibilities

	No caring responsibilities %	Caring responsibilities with partner %	Caring responsibilities without partner %
Applied an undergraduate degree course leading to EYTS	5.6	6.8	8.1
Applied a postgraduate degree course based in a university	64.5	33.5	46.8
Applied a School-Centred Initial Teacher Training (SCITT) programme	12.7	13.1	9.7
Applied a School Direct programme	22.5	18.4	25.8
Applied a School Direct salaried placement	9.6	13.1	6.5
Applied a School Direct early years' programme	1.2	1.0	1.0
Applied early years initial teacher training*	13.7	31.1	22.6
Applied early years initial teacher training (Assessment only)*	0.5	5.3	3.2
Applied Teach First *	5.4	1.5	1.6
Applied Other	3.2	3.4	0
Don't know	2.0	3.4	9.7
Base (N)	**408**	**206**	**62**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: Those who have applied or are in the process of applying.

Multiple response questions so sums may be greater than 100%

Table 3.17: Types of specialism applied for, by gender

	Male %	Female %
Applied specialism Biology	10.0	6.1
Applied specialism Chemistry	17.0	12.8
Applied specialism Computing/Computer Science*	17.0	3.1
Applied specialism Design & Technology	3.0	6.1
Applied specialism English	9.0	14.3
Applied specialism Geography	1.0	3.1
Applied specialism History	6.0	5.6
Applied specialism Maths*	30.0	16.3
Applied specialism Modern Foreign Languages*	6.0	20.4
Applied specialism Physics*	20.0	5.6
SEND	0.0	1.5
Applied specialism Other*	10.0	17.9
Applied don't know	0.0	0.5
Base (N)	**100**	**196**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: Those who have applied or are in the process of applying.

Multiple response questions so sums may be greater than 100%

Table 3.18: Types of secondary and middle school specialism applied for, by ethnicity

	White %	BME %
Applied specialism Biology	6.9	10.4
Applied specialism Chemistry	14.3	13.4
Applied specialism Computing/Computer Science	6.5	11.9
Applied specialism Design & Technology	4.8	6.0
Applied specialism English	10.8	19.4
Applied specialism Geography	3.0	0
Applied specialism History	6.5	3.0
Applied specialism Maths*	18.2	31.3
Applied specialism Modern Foreign Languages	15.6	16.4
Applied specialism Physics	10.4	9.0
SEND	0.4	3.0
Applied specialism Other	15.6	11.9
Applied don't know	0.4	0
Base (N)	**231**	**67**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying.

Multiple response questions so sums may be greater than 100%

Table 3.19: Types of primary specialism applied for, by gender

	Male %	Female %
Applied specialism Primary PE	-	(24)
Applied specialism Primary Maths	-	(53)
SEND	-	(41)
Base (N)	**6**	**41**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying.

Multiple response questions so sums may be greater than 100%.

Figures in brackets should be treated with caution due to the small base, '-' denotes that figures have been suppressed due to the very small base size.

Table 3.20: Types of primary specialism applied for, by ethnicity

	White %	BME %
Applied specialism Primary PE	(26.3)	-
Applied specialism Primary Maths*	(47.4)	-
SEND	(39.5)	-
Base (N)	**38**	**8**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying.

Multiple response questions so sums may be greater than 100%.

Figures in brackets should be treated with caution due to the small base, '-' denotes that figures have been suppressed due to the very small base size.

4. Information, advice and support

Table 4.1: Number of sources of support received during decision making about teacher training

	Mean	N
Gender*		
Male	2.6	161
Female	2.3	573
Ethnicity*		
White	2.5	566
BME	2.0	173
Age*		
16-24	2.9	215
25-34	2.4	225
35+	1.9	290
Career*		
In early career	2.7	341
Career in education	2.2	109
Career elsewhere	2.1	273
Family*		
No caring responsibilities	2.7	414
Caring responsibilities with partner	1.9	234
Caring responsibilities without partner	2.0	80
All respondents	2.4	746

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Table 4.2: Sources of support received during decision making about teacher training – differences by gender

	Male %	Female %
From Government websites (NCTL, gov.uk, Get into Teaching etc.)*	60.0	50.9
University*	20.6	41.6
From the UCAS Teacher Training website*	40.6	31.6
Family/friends	25.6	29.1
Current teacher/NQT	25.6	19.8
School	18.8	15.9
From the Teaching Line*	24.4	9.8
From a dedicated advisory service (such as personal advisers that are part of the Premier Plus service)*	22.5	8.0
From Teach First*	13.1	7.5
Current teacher trainee	8.1	9.1
Other	5.6	8.4
Base (N)	**160**	**560**

Source: IES survey, 2015.;

* indicates statistically significant difference

All respondents who reported receiving support

Multiple response question so sum may =/=100%;

Table 4.3: Sources of support received during decision making about teacher training – differences by gender (only those who didn't consider or apply to early years ITT)

	Non early years	
	Male %	Female %
From Government websites (NCTL, gov.uk, Get into Teaching etc.)	63.1	58.3
University*	19.5	32.2
From the UCAS Teacher Training website	43.0	43.5
Family/friends	26.2	34.6
Current teacher/NQT	27.5	26.9
School	20.1	19.8
From the Teaching Line*	23.5	13.9
From a dedicated advisory service (such as personal advisers that are part of the Premier Plus service)*	22.1	13.3
From Teach First	13.4	9.8
Current teacher trainee	8.7	12.1
Other	5.4	7.4
Base (N)	**149**	**338**

Source: IES survey, 2015.

* indicates statistically significant difference

All respondents who reported receiving support who didn't consider or apply to early years;

Multiple response question so sum may =/=100%

Table 4.4: Sources of support received during decision making about teacher training – differences by ethnicity

	White %	BME %
From Government websites (NCTL, gov.uk, Get into Teaching etc.)	55.6	46.1
University*	40.9	24.0
From the UCAS Teacher Training website	34.9	31.1
Family/friends	29.7	24.0
Current teacher/NQT*	24.7	9.6
School	17.7	12.6
From the Teaching Line	12.0	16.8
From a dedicated advisory service (such as personal advisers that are part of the Premier Plus service)	10.8	13.8
From Teach First	8.2	10.2
Current teacher trainee	9.0	7.8
Other	7.7	7.2
Base (N)	**558**	**167**

Source: IES survey, 2015.

* indicates statistically significant difference

All respondents who reported receiving support

Multiple response question so sum may =/=100%

Table 4.5: Sources of support received during decision making about teacher training – differences by circumstances

	Early career %	Career in education %	Career elsewhere %
From Government websites (NCTL, gov.uk, Get into Teaching etc.)	53.4	48.6	55.8
University*	46.6	36.4	25.7
From the UCAS Teacher Training website*	42.5	25.2	27.5
Family/friends*	37.2	29.9	18.1
Current teacher/NQT*	26.5	21.5	15.1
School*	23.3	15.0	10.2
From the Teaching Line*	6.5	16.8	20.0
From a dedicated advisory service (such as personal advisers that are part of the Premier Plus service)*	8.6	6.5	15.8
From Teach First	7.4	6.5	12.1
Current teacher trainee	11.5	8.4	6.0
Other	6.2	6.5	9.8
Base (N)	**339**	**107**	**265**

Source: IES survey, 2015.

* indicates statistically significant difference

All respondents who reported receiving support

Multiple response question so sum may =/=100%

Table 4.6: Sources of support received during decision making about teacher training – differences by caring responsibilities

	No caring responsibilities %	Caring responsibilities with a partner %	Caring responsibilities with no partner %
From Government websites (NCTL, gov.uk, Get into Teaching etc.)	55.3	52.2	49.4
University	40.1	34.1	27.8
From the UCAS Teacher Training website*	39.9	23.5	35.4
Family/friends*	36.2	17.7	19.0
Current teacher/NQT*	26.9	13.7	11.4
School*	19.8	11.5	13.9
From the Teaching Line	13.7	12.8	11.4
From a dedicated advisory service (such as personal advisers that are part of the Premier Plus service)	12.7	11.1	7.6
From Teach First	9.0	7.5	11.4
Current teacher trainee*	11.5	4.9	3.8
Other*	5.4	10.6	11.4
Base (N)	**409**	**226**	**79**

Source: IES survey, 2015.

* indicates statistically significant difference

All respondents who reported receiving support

Multiple response question so sum may =/=100%

Table 4.7: Sources of support received during decision making about teacher training – differences by eligibility for a scholarship (maths, physics, chemistry or computing)

	Ineligible %	Eligible %
From Government websites (NCTL, gov.uk, Get into Teaching etc.)	51.6	61.0
University*	40.1	22.0
From the UCAS Teacher Training website	32.7	40.7
Family/friends	29.1	26.0
Current teacher/NQT	20.2	26.0
School	16.1	19.5
From the Teaching Line	12.2	17.1
From a dedicated advisory service (such as personal advisers that are part of the Premier Plus service)*	7.4	30.9
From Teach First	7.9	13.0
Current teacher trainee	8.7	8.9
Other	8.4	4.1
Base (N)	**608**	**123**

Source: IES survey, 2015.

* indicates statistically significant difference

All respondents who reported receiving support

Multiple response question so sum may =/=100%

Table 4.8: Customers lost to the teacher training journey who have registered with the Get into Teaching website

	%
Yes	38.6
No	34.6
Unsure	26.8
Base (N)	**127**

Source: IES survey, 2015.
Base: All respondents.

Table 4.9: Number of types of support received during decision making about teacher training

	Mean	N
Gender*		
Male	2.8	202
Female	2.2	808
Ethnicity		
White	2.3	794
BME	2.4	222
Age*		
16-24	2.8	269
25-34	2.2	314
35+	2.1	417
Career*		
In early career	2.5	456
Career in education	2.2	146
Career elsewhere	2.1	386
Family*		
No caring responsibilities	2.5	547
Caring responsibilities with partner	2.0	347
Caring responsibilities without partner	2.1	107
All respondents	2.3	1,024

Source: IES survey, 2015.
* Denotes statistically significant difference ($p < 0.05$).
Base: All respondents.

Table 4.10: Types of support received during decision making by gender

	Male %	Female %
Information about study options/routes into teaching*	54.5	46.2
Advice about which option/route would suit me best*	36.6	29.5
Help with accessing school based experience*	30.7	15.6
Information about the financial support available*	37.1	27.7
Help with making an application for a course	21.8	17.8
Help with making an application for financial support	10.4	6.6
Training/support with the skills test*	8.9	14.7
Chance to talk to a newly qualified teacher/gain real feedback about ITT*	23.8	13.7
Information about SKE programmes/courses	11.4	8.5
Information and advice about classroom management*	11.4	4.7
The opportunity to talk to an initial teacher training provider	26.2	23.0
Help to boost my confidence	7.4	8.0
Other	1.5	1.4
None of the above*	20.3	29.1
Base(N)	**202**	**808**

Source: IES survey, 2015

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 4.11: Types of support received during decision making by gender (those not considering or applying of early years ITT)

	Non early years	
43	Male %	Female %
Information about study options/routes into teaching*	57.6	48.1
Advice about which option/route would suit me best	36.4	29.6
Help with accessing school based experience*	32.1	19.8
Information about the financial support available	37.5	29.6
Help with making an application for a course	22.3	21.6
Help with making an application for financial support	10.3	7.6
Training/support with the skills test	8.7	12.8
Chance to talk to a newly qualified teacher/gain real feedback about ITT*	23.9	16.5
Information about SKE programmes/courses	11.4	11.5
Information and advice about classroom management*	10.3	5.8
The opportunity to talk to an initial teacher training provider	27.7	23.0
Help to boost my confidence	7.1	7.8
Other	1.6	1.9
None of the above*	18.5	29.0
Base(N)	**184**	**486**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents who had not consider or applied for early years ITT.

Multiple response questions so sums may be greater than 100%

Table 4.12: Types of support received during decision making, by ethnicity

	White %	BME %
Information about study options/routes into teaching	47.9	47.3
Advice about which option/route would suit me best	29.8	32.9
Help with accessing school based experience	18.3	20.3
Information about the financial support available	30.4	27.5
Help with making an application for a course	17.5	21.6
Help with making an application for financial support	6.7	9.9
Training/support with the skills test*	12.2	18.5
Chance to talk to a newly qualified teacher/gain real feedback about ITT	15.7	14.4
Information about SKE programmes/courses	8.9	9.9
Information and advice about classroom management	6.0	5.9
The opportunity to talk to an initial teacher training provider*	25.4	16.2
Help to boost my confidence	7.1	10.8
Other	1.5	0.9
None of the above	28.7	22.1
Base (N)	**794**	**222**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 4.13: Types of support received during decision making, by age

	16-24 %	25-34 %	35+ %
Information about study options/routes into teaching*	56.1	44.9	44.6
Advice about which option/route would suit me best	33.8	26.8	31.2
Help with accessing school based experience*	24.5	16.6	16.8
Information about the financial support available	33.8	28.7	28.5
Help with making an application for a course*	27.9	17.5	13.7
Help with making an application for financial support	8.9	7.6	6.2
Training/support with the skills test*	17.5	15.3	9.4
Chance to talk to a newly qualified teacher/gain real feedback about ITT*	24.9	15.0	10.6
Information about SKE programmes/courses	8.2	7.6	10.6
Information and advice about classroom management	8.6	6.7	4.1
The opportunity to talk to an initial teacher training provider	25.3	24.8	21.8
Help to boost my confidence*	12.3	6.4	6.5
Other	1.5	1.0	1.4
None of the above*	20.1	28.3	30.5
Base (N)	**269**	**314**	**417**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 4.14: Types of support received during decision making, by caring responsibilities

	No caring responsibilities %	Caring responsibilities, with partner %	Caring responsibilities, without partner %
Information about study options/routes into teaching	50.6	42.4	48.6
Advice about which option/route would suit me best	31.1	30.3	29.9
Help with accessing school based experience*	21.8	14.1	19.6
Information about the financial support available	32.2	27.7	27.1
Help with making an application for a course*	21.9	13.3	17.8
Help with making an application for financial support	8.0	7.2	4.7
Training/support with the skills test	15.2	10.7	13.1
Chance to talk to a newly qualified teacher/gain real feedback about ITT*	19.6	12.4	7.5
Information about SKE programmes/courses	8.2	10.1	12.1
Information and advice about classroom management	6.0	5.5	6.5
The opportunity to talk to an initial teacher training provider*	26.5	22.5	14.0
Help to boost my confidence	7.9	7.8	7.5
Other	1.6	1.2	0.9
None of the above*	24.3	32.6	25.2
Base (N)	**547**	**347**	**107**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 4.15: Types of support received during decision making, by circumstances

	In early career %	Career in education %	Career elsewhere %
Information about study options/routes into teaching	50.2	45.2	46.9
Advice about which option/route would suit me best	30.7	38.4	28.0
Help with accessing school based experience*	20.4	7.5	21.0
Information about the financial support available	31.6	30.1	29.5
Help with making an application for a course*	24.3	11.6	15.0
Help with making an application for financial support	9.4	6.2	5.4
Training/support with the skills test*	15.1	22.6	8.5
Chance to talk to a newly qualified teacher/gain real feedback about ITT*	20.8	11.0	12.4
Information about SKE programmes/courses	8.6	9.6	9.8
Information and advice about classroom management	7.0	6.8	4.9
The opportunity to talk to an initial teacher training provider	24.8	24.7	22.8
Help to boost my confidence	9.0	7.5	6.7
Other	0.7	2.1	2.1
None of the above	25.2	25.3	29.3
Base (N)	**456**	**146**	**386**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

Multiple response questions so sums may be greater than 100%

Table 4.16: Support received during decision making about teacher training – differences by eligibility for a scholarship (maths, physics, chemistry or computing)

	Ineligible %	Eligible %
Information about study options/routes into teaching*	46.3	57.7
Advice about which option/route would suit me best	30.5	32.9
Information about the financial support available*	28.7	37.6
The opportunity to talk to an initial teacher training provider (school or university)	22.7	28.9
Help with accessing school based experience*	16.9	30.2
Help with making an application for a course		
Chance to talk to a newly qualified teacher/gain real feedback about teacher training*	14.6	21.5
Training/support with the skills test *	14.9	6.0
Information about Subject Knowledge Enhancement programmes/courses*	7.7	17.4
Help to boost my confidence	8.1	6.0
Help with making an application for financial support (scholarship/bursary/student loan)	7.1	8.7
Information and advice about classroom management (including managing children's behaviour)	5.6	8.1
Other*	0.9	4.0
Base (N)	**875**	**149**

Source: IES survey, 2015.

* indicates statistically significant difference

Base: All respondents.

Multiple response question so sum may =/=100%

Table 4.17: Ranked score of perceived usefulness of support, by gender

	Male		Female	
	Mean	**N**	**Mean**	**N**
Information about study options/routes into teaching*	1.13	229	0.91	733
Advice about which option/route would suit me best	0.54	109	0.60	482
Information about the financial support available	0.39	79	0.39	316
The opportunity to talk to an initial teacher training provider (school or university)	0.36	72	0.38	305
Help with accessing school based experience*	0.47	95	0.28	228
Help with making an application for a course	0.33	66	0.30	244
Chance to talk to a newly qualified teacher/gain real feedback about teacher training	0.29	59	0.25	204
Training/support with the skills test	0.14	28	0.22	174
Information about Subject Knowledge Enhancement programmes/courses	0.09	19	0.11	87
Help to boost my confidence	0.08	16	0.13	108
Help with making an application for financial support (scholarship/bursary/student loan)	0.13	27	0.07	60
Information and advice about classroom management (including managing children's behaviour)	0.09	18	0.05	39
Base (N)		**202**		**808**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Table 4.18: Ranked score of perceived usefulness of support, by ethnicity

	White		BME	
	Mean	**N**	**Mean**	**N**
Information about study options/routes into teaching	0.95	756	0.96	214
Advice about which option/route would suit me best	0.55	440	0.68	150
Information about the financial support available	0.38	305	0.43	96
The opportunity to talk to an initial teacher training provider (school or university)	0.40	314	0.27	60
Help with accessing school based experience	0.31	243	0.40	88
Help with making an application for a course	0.30	239	0.33	73
Chance to talk to a newly qualified teacher/gain real feedback about teacher training	0.27	212	0.24	53
Training/support with the skills test *	0.17	133	0.34	75
Information about Subject Knowledge Enhancement programmes/courses*	0.09	70	0.16	36
Help to boost my confidence	0.11	85	0.18	40
Help with making an application for financial support (scholarship/bursary/student loan)*	0.07	55	0.14	32
Information and advice about classroom management (including managing children's behaviour)	0.05	36	0.09	21
Base (N)		**794**		**222**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: All respondents.

Table 4.19: Ranked score of perceived usefulness of support, by circumstances

	In early career		Career in education		Career elsewhere	
	Mean	N	Mean	N	Mean	N
Information about study options/routes into teaching	0.90	410	1.03	151	0.98	378
Advice about which option/route would suit me best	0.54	245	0.68	99	0.59	229
Information about the financial support available	0.41	188	0.43	63	0.39	151
The opportunity to talk to an initial teacher training provider (school or university)	0.39	178	0.49	72	0.33	129
Help with accessing school based experience	0.36	165	0.20	29	0.34	131
Help with making an application for a course*	0.39	178	0.20	29	0.25	98
Chance to talk to a newly qualified teacher/gain real feedback about teacher training*	0.37	168	0.15	22	0.20	76
Training/support with the skills test*	0.22	101	0.34	50	0.14	53
Information about Subject Knowledge Enhancement programmes/courses	0.12	53	0.10	14	0.10	37
Help to boost my confidence*	0.17	79	0.14	21	0.06	23
Help with making an application for financial support (scholarship/bursary/student loan)	0.09	42	0.10	14	0.07	28
Information and advice about classroom management (including managing children's behaviour)	0.06	28	0.05	7	0.05	19
Base (N)		**456**		**146**		**386**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

Table 4.20: Ranked score of perceived usefulness of support, by caring responsibilities

	No caring responsibilities		Caring responsibilities, with partner		Caring responsibilities, without partner	
	Mean	N	Mean	N	Mean	N
Information about study options/routes into teaching	1.01	553	0.84	291	1.04	111
Advice about which option/route would suit me best	0.54	295	0.65	224	0.54	58
Information about the financial support available	0.41	223	0.39	135	0.40	43
The opportunity to talk to an initial teacher training provider (school or university)	0.40	221	0.36	126	0.29	31
Help with accessing school based experience*	0.39	212	0.24	85	0.29	31
Help with making an application for a course	0.34	188	0.25	87	0.30	32
Chance to talk to a newly qualified teacher/gain real feedback about teacher training	0.31	171	0.20	68	0.20	21
Training/support with the skills test	0.19	106	0.18	62	0.29	31
Information about Subject Knowledge Enhancement programmes/courses*	0.08	43	0.09	30	0.31	33
Help to boost my confidence	0.12	68	0.10	34	0.13	14
Help with making an application for financial support (scholarship/bursary/student loan)	0.10	55	0.07	24	0.06	6
Information and advice about classroom management (including managing children's behaviour)	0.05	29	0.05	16	0.05	5
Base (N)	**547**		**347**		**107**	

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: All respondents.

5. Challenges and barriers

Challenges faced by Lost applicants

Table 5.1: Barriers to application, by early years or not

	Not early years %	Early years %	All %
Lack of information about study options/routes into teaching	30.0	14.3	25.6
Limited availability of suitable courses nearby*	34.4	14.3	28.8
Not sure how/where to apply	26.7	17.1	24.0
Difficulties in fitting a course around my existing commitments	37.8	48.6	40.8
Lack of information about funding/bursary support	31.1	31.4	31.2
Lack of advice and support during my decision making processes	24.4	17.1	22.4
Lack of sufficient funding	38.9	40.0	39.2
Concerns about getting into debt/increasing my existing levels of debt	27.8	25.7	27.2
Lack of support/encouragement from my family and friends	4.4	5.7	4.8
Lack of confidence in my ability to manage behaviour	7.8	2.9	6.4
Lack of confidence in my subject knowledge	7.8	5.7	7.2
Lack of confidence in my ability to study/cope with the course*	2.2	14.3	5.6
Concerns about committing to the length of the course	10.0	5.7	8.8
Complex application process	20.0	11.4	17.6
Worried about the skills test/meeting the eligibility criteria*	16.7	65.7	30.4
Concerns about availability of jobs at the end of the course	14.4	14.3	14.4
Concerns about pay and pensions	14.4	8.6	12.8
Concerns about workload	14.4	22.9	16.8
Difficulties in getting school experience*	22.2	5.7	17.6
Other	13.3	2.9	10.4
None of the above	4.4	11.4	6.4
Base (N)	**90**	**35**	**125**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: Those who have not applied or no longer considering applying.

Multiple response questions so sums may be greater than 100%

Table 5.2: Barriers to application, by gender

	Male %	Female %	All %
Lack of information about study options/routes into teaching	(30.0)	25.0	26.2
Limited availability of suitable courses nearby*	(46.7)	22.8	28.7
Not sure how/where to apply	(20.0)	26.1	24.6
Difficulties in fitting a course around my existing commitments	(46.7)	39.1	41.0
Lack of information about funding/bursary support	(26.7)	31.5	30.3
Lack of advice and support during my decision making processes*	(36.7)	18.5	23.0
Lack of sufficient funding	(46.7)	35.9	38.5
Concerns about getting into debt/increasing my existing levels of debt	(23.3)	28.3	27.0
Lack of support/encouragement from my family and friends	(6.7)	4.3	4.9
Lack of confidence in my ability to manage behaviour	(0.0)	8.7	6.6
Lack of confidence in my subject knowledge	(0.0)	9.8	7.4
Lack of confidence in my ability to study/cope with the course	(3.3)	6.5	5.7
Concerns about committing to the length of the course	(16.7)	6.5	9.0
Complex application process	(23.3)	16.3	18.0
Worried about the skills test/meeting the eligibility criteria*	(6.7)	37.0	29.5
Concerns about availability of jobs at the end of the course	(20.0)	13.0	14.8
Concerns about pay and pensions*	(26.7)	7.6	12.3
Concerns about workload	(6.7)	20.7	17.2
Difficulties in getting school experience*	(33.3)	13.0	18.0
Other	(10.0)	10.9	10.7
None of the above	(3.3)	7.6	6.6
Base (N)	**30**	**92**	**122**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have not applied or no longer considering applying.

Multiple response questions so sums may be greater than 100%.

Figures in brackets should be treated with caution due to the small base, '-' denotes that figures have been suppressed due to the very small base size.

Table 5.3: Barriers to application, by ethnicity

	White %	BME %	All %
Lack of information about study options/routes into teaching	26.8	-	25.8
Limited availability of suitable courses nearby	30.9	-	29.0
Not sure how/where to apply	23.7	-	24.2
Difficulties in fitting a course around my existing commitments	40.2	-	41.1
Lack of information about funding/bursary support	27.8	-	30.6
Lack of advice and support during my decision making processes	22.7	-	22.6
Lack of sufficient funding	39.2	-	38.7
Concerns about getting into debt/increasing my existing levels of debt	24.7	-	26.6
Lack of support/encouragement from my family and friends	5.2	-	4.8
Lack of confidence in my ability to manage behaviour	5.2	-	6.5
Lack of confidence in my subject knowledge	7.2	-	7.3
Lack of confidence in my ability to study/cope with the course	7.2	-	5.6
Concerns about committing to the length of the course	10.3	-	8.9
Complex application process	17.5	-	17.7
Worried about the skills test/meeting the eligibility criteria	30.9	-	29.8
Concerns about availability of jobs at the end of the course	17.5	-	14.5
Concerns about pay and pensions	15.5	-	12.9
Concerns about workload	15.5	-	16.9
Difficulties in getting school experience	18.6	-	17.7
Other	10.3	-	10.5
None of the above	7.2	-	6.5
Base (N)	**97**	**27**	**124**

Source: IES survey, 2015.

Denotes statistically significant difference (p < 0.05).

Base: Those who have not applied or no longer considering applying. *

Multiple response questions so sums may be greater than 100%.

Figures in brackets should be treated with caution due to the small base, '-' denotes that figures have been suppressed due to the very small base size.

Table 5.4: Barriers to application, by age

	16-24 %	25-34 %	35+ %	All %
Lack of information about study options/routes into teaching	-	22.9	22.2	25.0
Limited availability of suitable courses nearby	-	28.6	28.6	28.4
Not sure how/where to apply	-	25.7	19.0	21.6
Difficulties in fitting a course around my existing commitments	-	34.3	49.2	41.4
Lack of information about funding/bursary support	-	40.0	28.6	30.2
Lack of advice and support during my decision making processes	-	22.9	15.9	21.6
Lack of sufficient funding	-	45.7	34.9	38.8
Concerns about getting into debt/increasing my existing levels of debt	-	20.0	27.0	25.9
Lack of support/encouragement from my family and friends	-	5.7	6.3	5.2
Lack of confidence in my ability to manage behaviour	-	2.9	6.3	6.0
Lack of confidence in my subject knowledge* (f)	-	5.7	3.2	6.9
Lack of confidence in my ability to study/cope with the course*(f)	-	8.6	0.0	5.2
Concerns about committing to the length of the course	-	2.9	12.7	9.5
Complex application process	-	8.6	20.6	15.5
Worried about the skills test/meeting the eligibility criteria	-	34.3	20.6	28.4
Concerns about availability of jobs at the end of the course	-	17.1	12.7	13.8
Concerns about pay and pensions	-	8.6	17.5	12.9
Concerns about workload	-	14.3	15.9	16.4
Difficulties in getting school experience	-	20.0	14.3	16.4
Other	-	11.4	9.5	10.3
None of the above	-	2.9	9.5	6.9
Base (N)	**18**	**35**	**63**	**116**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: Those who have not applied or no longer considering applying.

Multiple response questions so sums may be greater than 100%.

Figures in brackets should be treated with caution due to the small base, '-' denotes that figures have been suppressed due to the very small base size.

Table 5.5: Barriers to application, by caring responsibilities

	No caring responsibilities %	Caring responsibilities, with partner %	Caring responsibilities, without partner %	All %
Lack of information about study options/routes into teaching	26.0	24.5	-	25.6
Limited availability of suitable courses nearby	30.0	28.3	-	29.8
Not sure how/where to apply	24.0	18.9	-	23.1
Difficulties in fitting a course around my existing commitments*	28.0	50.9	-	41.3
Lack of information about funding/bursary support	28.0	32.1	-	30.6
Lack of advice and support during my decision making processes	20.0	18.9	-	22.3
Lack of sufficient funding	32.0	43.4	-	38.8
Concerns about getting into debt/increasing my existing levels of debt	22.0	26.4	-	26.4
Lack of support/encouragement from my family and friends	2.0	5.7	-	5.0
Lack of confidence in my ability to manage behaviour	8.0	7.5	-	6.6
Lack of confidence in my subject knowledge	12.0	5.7	-	7.4
Lack of confidence in my ability to study/cope with the course	10.0	3.8	-	5.8
Concerns about committing to the length of the course	8.0	7.5	-	9.1
Complex application process	16.0	15.1	-	16.5
Worried about the skills test/meeting the eligibility criteria	32.0	26.4	-	28.9
Concerns about availability of jobs at the end of the course	14.0	11.3	-	14.0
Concerns about pay and pensions	8.0	17.0	-	13.2
Concerns about workload	16.0	17.0	-	15.7
Difficulties in getting school experience	16.0	15.1	-	17.4
Other	18.0	3.8	-	10.7
None of the above	4.0	9.4	-	6.6
Base (N)	**50**	**53**	**18**	**121**

Source: IES survey, 2015.

* Denotes statistically significant difference (p < 0.05).

Base: Those who have not applied or no longer considering applying.

Multiple response questions so sums may be greater than 100%.

Figures in brackets should be treated with caution due to the small base, '-' denotes that figures have been suppressed due to the very small base size.

Table 5.6: Barriers to application, by circumstances

	In early career %	Career in education sector %	Career elsewhere %	All %
Lack of information about study options/routes into teaching	(28.6)	-	22.8	25.4
Limited availability of suitable courses nearby	(31.0)	-	28.1	29.8
Not sure how/where to apply	(19.0)	-	28.1	23.7
Difficulties in fitting a course around my existing commitments	(33.3)	-	45.6	42.1
Lack of information about funding/bursary support	(23.8)	-	38.6	31.6
Lack of advice and support during my decision making processes	(26.2)	-	22.8	24.6
Lack of sufficient funding	(35.7)	-	47.4	41.2
Concerns about getting into debt/increasing my existing levels of debt	(19.0)	-	33.3	27.2
Lack of support/encouragement from my family and friends	(7.1)	-	1.8	4.4
Lack of confidence in my ability to manage behaviour	(9.5)	-	3.5	5.3
Lack of confidence in my subject knowledge	(11.9)	-	7.0	7.9
Lack of confidence in my ability to study/cope with the course	(7.1)	-	7.0	6.1
Concerns about committing to the length of the course	(7.1)	-	10.5	9.6
Complex application process	(14.3)	-	22.8	18.4
Worried about the skills test/meeting the eligibility criteria*	(42.9)	-	14.0	28.9
Concerns about availability of jobs at the end of the course	(19.0)	-	10.5	15.8
Concerns about pay and pensions	(7.1)	-	15.8	13.2
Concerns about workload	(23.8)	-	12.3	16.7
Difficulties in getting school experience	(16.7)	-	17.5	17.5
Other	(14.3)	-	8.8	9.6
None of the above	(4.8)	-	10.5	7.0
Base (N)	**42**	**15**	**57**	**114**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have not applied or no longer considering applying.

Multiple response questions so sums may be greater than 100%.

Figures in brackets should be treated with caution due to the small base, '-' denotes that figures have been suppressed due to the very small base size.

Groups of barriers faced by Lost applicants

Table 5.7: Grouped barriers to application, by gender

		N	Mean
Financial barriers	Male	30	0.3222
	Female	92	0.3188
Self confidence barriers*	Male	30	0.0111
	Female	92	0.0833
Informational barriers	Male	30	0.275
	Female	92	0.2147
Teaching profession barriers*	Male	30	0.2667
	Female	92	0.1123
Lifestyle barriers	Male	30	0.2333
	Female	92	0.1667
Course accessibility barriers*	Male	30	0.0667
	Female	92	0.288

Source: IES survey, 2015.

* Denotes statistically significant difference in mean factor scores (p < 0.05).

Base: Those who have not applied or no longer considering applying.

Table 5.8: Grouped barriers to application, by ethnicity

		N	Mean
Financial barriers	White	97	0.3058
	BME	27	0.3704
Self confidence barriers	White	97	0.0653
	BME	27	0.0617
Informational barriers	White	97	0.2268
	BME	27	0.2222
Teaching profession barriers*	White	97	0.1718
	BME	27	0.0741
Lifestyle barriers	White	97	0.1856
	BME	27	0.1728
Course accessibility barriers	White	97	0.232
	BME	27	0.2407

Source: IES survey, 2015.

* Denotes statistically significant difference in mean factor scores (p < 0.05).

Base: Those who have not applied or no longer considering applying.

Table 5.9: Grouped barriers to application, by age

		N	Mean
Financial barriers	16-24	18	0.2963
	25-34	35	0.3524
	35+	63	0.3016
Self confidence barriers*	16-24	18	0.1667
	25-34	35	0.0571
	35+	63	0.0317
Informational barriers	16-24	18	0.2778
	25-34	35	0.2
	35+	63	0.1944
Teaching profession barriers	16-24	18	0.1111
	25-34	35	0.1524
	35+	63	0.1481
Lifestyle barriers	16-24	18	0.1296
	25-34	35	0.1429
	35+	63	0.2275
Course accessibility barriers	16-24	18	0.3333
	25-34	35	0.2429
	35+	63	0.1825

Source: IES survey, 2015.

* Denotes statistically significant difference in mean factor scores ($p < 0.05$).

Base: Those who have not applied or no longer considering applying.

Table 5.10: Grouped barriers to application, by caring responsibilities

		N	Mean
Financial barriers	No caring responsibilities	50	0.2733
	Caring responsibilities, with partner	53	0.3396
	Caring responsibilities, without partner	18	0.3889
Self confidence barriers	No caring responsibilities	50	0.1
	Caring responsibilities, with partner	53	0.0566
	Caring responsibilities, without partner	18	0
Informational barriers	No caring responsibilities	50	0.215
	Caring responsibilities, with partner	53	0.1934
	Caring responsibilities, without partner	18	0.3056
Teaching profession barriers	No caring responsibilities	50	0.1267
	Caring responsibilities, with partner	53	0.1447
	Caring responsibilities, without partner	18	0.2222
Lifestyle barriers*	No caring responsibilities	50	0.1267
	Caring responsibilities, with partner	53	0.2138
	Caring responsibilities, without partner	18	0.2593
Course accessibility barriers	No caring responsibilities	50	0.24
	Caring responsibilities, with partner	53	0.217
	Caring responsibilities, without partner	18	0.1944

Source: IES survey, 2015.

* Denotes statistically significant difference in mean factor scores ($p < 0.05$).

Base: Those who have not applied or no longer considering applying.

Table 5.11: Grouped barriers to application, by circumstances

		N	Mean
Financial barriers	Early career	42	0.2619
	Career in education sector	15	0.2889
	Career elsewhere	57	0.3977
Self confidence barriers	Early career	42	0.0952
	Career in education sector	15	0
	Career elsewhere	57	0.0585
Informational barriers	Early career	42	0.2202
	Career in education sector	15	0.2167
	Career elsewhere	57	0.2412
Teaching profession barriers	Early career	42	0.1429
	Career in education sector	15	0.2222
	Career elsewhere	57	0.1462
Lifestyle barriers	Early career	42	0.1587
	Career in education sector	15	0.2444
	Career elsewhere	57	0.193
Course accessibility barriers*	Early career	42	0.3333
	Career in education sector	15	0.3
	Career elsewhere	57	0.1316

Source: IES survey, 2015.

* Denotes statistically significant difference in mean factor scores ($p < 0.05$).

Base: Those who have not applied or no longer considering applying.

Challenges faced by applicants

Table 5.12: Challenges to application, by early years or not

	Early years %	Non early years %
Lack of information about study options/routes into teaching	26.8	23.0
Limited availability of suitable courses nearby	38.7	35.7
Not sure how/where to apply	20.6	20.8
Difficulties in fitting a course around my existing commitments*	41.3	21.8
Lack of information about funding/bursary support	32.6	27.7
Lack of advice and support during my decision making processes	17.4	19.5
Lack of sufficient funding	40.0	34.2
Concerns about getting into debt/increasing my existing levels of debt*	31.9	40.0
Lack of support/encouragement from my family and friends	6.1	4.8
Lack of confidence in my ability to manage behaviour*	9.7	22.8
Lack of confidence in my subject knowledge*	6.1	14.0
Lack of confidence in my ability to study/cope with the course	14.2	19.0
Concerns about committing to the length of the course	7.1	4.8
Complex application process	15.8	19.3
Worried about the skills test/meeting the eligibility criteria	39.0	33.5
Concerns about availability of jobs at the end of the course	21.9	24.8
Concerns about pay and pensions	12.9	12.7
Concerns about workload*	25.2	35.3
Difficulties in getting school experience*	15.5	25.7
Other	4.8	6.2
Don't know	4.8	5.8
Base (N)	**310**	**600**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying or still considering applying.

Multiple response questions so sums may be greater than 100%

Table 5.13: Challenges to application, by circumstances – only those considering or applying to early years

	Early career %	Career in education sector %	Career elsewhere %	All early years %
Lack of information about study options/routes into teaching	27.2	28.4	23.9	26.2
Limited availability of suitable courses nearby	40.8	35.8	38.5	38.9
Not sure how/where to apply	22.4	14.9	22.0	20.6
Difficulties in fitting a course around my existing commitments*	29.6	38.8	56.0	41.2
Lack of information about funding/bursary support	33.6	25.4	34.9	32.2
Lack of advice and support during my decision making processes	18.4	11.9	20.2	17.6
Lack of sufficient funding	41.6	35.8	41.3	40.2
Concerns about getting into debt/increasing my existing levels of debt	30.4	38.8	31.2	32.6
Lack of support/encouragement from my family and friends	6.4	3.0	8.3	6.3
Lack of confidence in my ability to manage behaviour*	16.8	4.5	5.5	10.0
Lack of confidence in my subject knowledge	8.0	1.5	7.3	6.3
Lack of confidence in my ability to study/cope with the course	16.8	7.5	15.6	14.3
Concerns about committing to the length of the course*	4.8	0.0	12.8	6.6
Complex application process	19.2	14.9	12.8	15.9
Worried about the skills test/meeting the eligibility criteria	42.4	46.3	31.2	39.2
Concerns about availability of jobs at the end of the course	20.0	22.4	22.9	21.6
Concerns about pay and pensions	11.2	13.4	13.8	12.6
Concerns about workload	24.8	28.4	22.9	24.9
Difficulties in getting school experience	19.2	7.5	16.5	15.6
Other	4.0	4.5	5.5	4.7
None of the above	4.8	3.0	6.4	5.0
Base (N)	**125**	**67**	**109**	**301**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying or still considering applying to early years programmes.

Multiple response questions so sums may be greater than 100%

Table 5.14: Challenges to application, by gender

	Male %	Female %
Lack of information about study options/routes into teaching	25.1	23.6
Limited availability of suitable courses nearby	33.1	37.4
Not sure how/where to apply	22.9	19.9
Difficulties in fitting a course around my existing commitments*	17.1	31.5
Lack of information about funding/bursary support	26.3	30.0
Lack of advice and support during my decision making processes	17.7	18.9
Lack of sufficient funding	30.3	37.7
Concerns about getting into debt/increasing my existing levels of debt*	29.1	39.4
Lack of support/encouragement from my family and friends	4.0	5.7
Lack of confidence in my ability to manage behaviour	17.1	18.6
Lack of confidence in my subject knowledge	12.6	10.8
Lack of confidence in my ability to study/cope with the course	13.1	18.1
Concerns about committing to the length of the course	5.1	5.7
Complex application process*	26.9	15.5
Worried about the skills test/meeting the eligibility criteria*	24.0	37.8
Concerns about availability of jobs at the end of the course	18.9	25.0
Concerns about pay and pensions	17.1	11.9
Concerns about workload	26.3	33.3
Difficulties in getting school experience	26.3	21.1
Other*	10.9	4.6
Don't know	5.1	5.7
Base (N)	**175**	**724**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying or still considering applying.

Multiple response questions so sums may be greater than 100%

Table 5.15: Challenges to application, by ethnicity

	White %	BME %
Lack of information about study options/routes into teaching	23.2	28.7
Limited availability of suitable courses nearby	37.0	34.9
Not sure how/where to apply	20.3	21.5
Difficulties in fitting a course around my existing commitments	29.7	23.6
Lack of information about funding/bursary support	29.2	29.7
Lack of advice and support during my decision making processes	18.1	21.5
Lack of sufficient funding	35.9	37.4
Concerns about getting into debt/increasing my existing levels of debt*	39.8	27.7
Lack of support/encouragement from my family and friends	5.1	6.2
Lack of confidence in my ability to manage behaviour*	20.1	12.3
Lack of confidence in my subject knowledge	11.6	10.3
Lack of confidence in my ability to study/cope with the course	17.9	15.4
Concerns about committing to the length of the course	5.1	7.2
Complex application process*	16.2	24.1
Worried about the skills test/meeting the eligibility criteria	35.2	37.4
Concerns about availability of jobs at the end of the course	24.2	22.6
Concerns about pay and pensions	13.1	11.3
Concerns about workload*	35.5	19.5
Difficulties in getting school experience	21.3	25.6
Other*	4.8	8.7
Don't know	5.4	6.2
Base (N)	**708**	**903**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying or still considering applying.

Multiple response questions so sums may be greater than 100%

Table 5.16: Challenges to application, by age

	16-24 %	25-34 %	35+ %
Lack of information about study options/routes into teaching	20.1	25.4	26.8
Limited availability of suitable courses nearby	39.0	33.4	37.3
Not sure how/where to apply	18.9	20.6	22.0
Difficulties in fitting a course around my existing commitments*	16.5	28.6	36.4
Lack of information about funding/bursary support	26.0	30.7	31.4
Lack of advice and support during my decision making processes	17.7	18.5	20.1
Lack of sufficient funding*	32.7	42.5	33.3
Concerns about getting into debt/increasing my existing levels of debt*	39.4	42.2	31.4
Lack of support/encouragement from my family and friends	6.3	4.2	5.4
Lack of confidence in my ability to manage behaviour*	28.0	17.1	12.7
Lack of confidence in my subject knowledge*	16.5	11.5	7.9
Lack of confidence in my ability to study/cope with the course*	27.2	20.2	8.5
Concerns about committing to the length of the course*	2.4	7.7	6.2
Complex application process	15.0	18.1	19.8
Worried about the skills test/meeting the eligibility criteria	37.8	34.1	34.2
Concerns about availability of jobs at the end of the course	22.4	25.8	22.9
Concerns about pay and pensions	12.6	15.3	11.0
Concerns about workload*	44.1	34.1	21.8
Difficulties in getting school experience	23.2	24.0	20.6
Other*	2.8	5.9	7.9
Don't know	7.1	5.2	4.5
Base (N)	**254**	**287**	**354**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying or still considering applying.

Multiple response questions so sums may be greater than 100%

Table 5.17: Challenges to application, by caring responsibilities

	No caring responsibilities %	Caring responsibilities, with partner %	Caring responsibilities, no partner %
Lack of information about study options/routes into teaching	26.0	23.1	18.9
Limited availability of suitable courses nearby	35.3	38.6	40.0
Not sure how/where to apply	22.2	17.6	18.9
Difficulties in fitting a course around my existing commitments*	19.2	43.4	33.3
Lack of information about funding/bursary support	29.6	28.5	34.4
Lack of advice and support during my decision making processes	20.2	16.3	20.0
Lack of sufficient funding	37.5	36.6	27.8
Concerns about getting into debt/increasing my existing levels of debt	39.7	33.6	38.9
Lack of support/encouragement from my family and friends	6.2	3.7	5.6
Lack of confidence in my ability to manage behaviour*	23.2	11.9	15.6
Lack of confidence in my subject knowledge*	14.1	7.1	8.9
Lack of confidence in my ability to study/cope with the course*	23.0	10.8	11.1
Concerns about committing to the length of the course	5.4	7.1	3.3
Complex application process	19.0	15.6	20.0
Worried about the skills test/meeting the eligibility criteria	36.3	30.5	42.2
Concerns about availability of jobs at the end of the course	24.8	21.4	30.0
Concerns about pay and pensions	14.9	9.8	12.2
Concerns about workload*	38.3	27.1	15.6
Difficulties in getting school experience	25.2	19.0	18.9
Other	6.2	6.4	2.2
Don't know	6.0	3.7	8.9
Base (N)	**504**	**295**	**90**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying or still considering applying.

Multiple response questions so sums may be greater than 100%

Table 5.18: Challenges to application, by circumstances

	In early career %	Career in education sector %	Career elsewhere %
Lack of information about study options/routes into teaching	23.6	24.8	23.8
Limited availability of suitable courses nearby	38.8	39.1	33.7
Not sure how/where to apply	19.8	19.5	21.7
Difficulties in fitting a course around my existing commitments*	20.7	33.1	36.7
Lack of information about funding/bursary support	27.4	28.6	31.3
Lack of advice and support during my decision making processes	17.9	15.8	21.7
Lack of sufficient funding	36.0	39.8	35.2
Concerns about getting into debt/increasing my existing levels of debt	38.6	37.6	37.3
Lack of support/encouragement from my family and friends	5.0	5.3	6.0
Lack of confidence in my ability to manage behaviour*	24.8	12.0	14.2
Lack of confidence in my subject knowledge	11.9	6.8	13.0
Lack of confidence in my ability to study/cope with the course*	23.8	8.3	13.9
Concerns about committing to the length of the course*	3.8	4.5	7.8
Complex application process	16.9	17.3	20.5
Worried about the skills test/meeting the eligibility criteria*	38.6	40.6	29.5
Concerns about availability of jobs at the end of the course	24.3	24.1	23.5
Concerns about pay and pensions	11.2	13.5	14.5
Concerns about workload*	39.0	27.1	26.2
Difficulties in getting school experience	22.9	15.0	24.7
Other	4.3	6.0	7.2
Don't know	5.2	3.0	6.6
Base (N)	**420**	**133**	**332**

Source: IES survey, 2015.

* Denotes statistically significant difference ($p < 0.05$).

Base: Those who have applied or are in the process of applying or still considering applying.

Multiple response questions so sums may be greater than 100%

Appendix 4: Online survey questions

Understanding the journey to initial teacher training

Welcome to the survey. It is being conducted by the Institute for Employment Studies (IES) on behalf of the National College for Teaching and Leadership (NCTL), to find out: the choices, preferences and experiences of those thinking about or **who have thought about** training as an early years, primary or secondary teacher; how people make decisions about teacher training, including whether or not to apply; and what further support and help could be provided to enable people to pursue a career in teaching. Please note that throughout the survey, where we refer to initial teacher training, we also mean early years initial teacher training. Please complete this survey whether you applied for training or not.

Taking part in the survey is completely voluntary and you can decide to opt out at any stage however we would be grateful for any feedback you can provide about your experiences and your response will make a difference. Don't forget that those who complete the survey can enter the prize draw to win one of three prizes of £200 each in shopping vouchers.

If you decide to take part, your details and anything you tell us will be stored securely and treated in accordance with the Data Protection Act 1998. Your information will only be used for this study and not passed on to anyone else. Personal details will not be quoted in any research findings.

If you have any questions about this survey or the research please contact Joy Williams at IES on 01273 763400.

Section 1: Motivations

In this first section we would like to ask you about your motivations for thinking about teacher training.

[consider]
All
1: When did you first **consider** a career in teaching? Please select one only
a) In the last year or two
b) Three to ten years ago
c) Longer than ten years ago
d) Always wanted to be a teacher

[consider2]
Ask if consider = a,b,c
1a: Was this
a) During school/college

b) During early years at university

c) During final years of university

d) Whilst working in the education sector

e) Whilst working elsewhere

f) Other – please specify

[motivation]

2: To what extent, if at all, did any of the following motivate you to **consider** a career in teaching? [Answer categories: a lot, some, a little, not at all, not applicable to me]

a) It is a career where I can make a difference/have a positive impact on people's lives

b) It is a career that offers the opportunity to work with/inspire children

c) It is a career that enables me to use my knowledge and skills in a subject I am passionate about

d) It is a career that offers challenge and variety

e) It is a career that offers stability and job security

f) It is a career that offers progression opportunities

g) It is a career that offers long holidays and flexible working hours

h) I believed I would make a good teacher

i) Other - please specify

[trigger]

3: What triggered you to **consider** applying for initial teacher training (including early years initial teacher training)? Please select all that apply

a) I wanted to change my career/was ready for a change

b) I had been unable to find a suitable job

c) I wanted to be able to keep on studying

d) I was encouraged by someone (friend, family, careers advisor, teacher)

e) Funding (scholarship or bursary) was available

f) I had some recent experience working in a nursery/school/working with young people and enjoyed it

g) I was persuaded by advertisements and information about teaching

h) I have always wanted to be a teacher

i) Other - please specify [open text box]

[reg]

4: Have you ever registered an interest in initial teacher training and/or early years initial teacher training with the Get into Teaching website? Please select one only

a) Yes
b) No
c) Unsure

[regtime]

4a: Approximately when did you (most recently) register an interest in initial teacher training (including early years)? Please select one only

a) In the last 3 months
b) In the last 6 months
c) In the last year
d) In the last two years
e) More than two years ago

[application]

5: Did you make an application for initial teacher training and/or early years training in the last year or two? Please select one only

a) No, I am no longer considering making an application
b) No, I began the process of making an application, but am no longer continuing
c) Not yet, I am still considering making an application
d) Yes, I am in the process of making an application
e) Yes, I completed an application

[apptime]

5a: In which academic year(s) did you/do you intend to start your training? Please select all that apply:

a) Before 2012
b) 2012/2013
c) 2013/2014
d) 2014/2015
e) 2015/2016

[placed]

5b: Have you secured a place? Please select one only

a) Yes
b) No
c) Don't know

Section 2: Preferences

In this section we would like to ask you about your preferences for teacher training. Firstly your preferences about the type of training.

[routeA]

All

6: What type(s) of training did you **consider** applying to? We will ask you separately which, if any, programmes you actually did apply to. Please select as many options as are applicable.

a) An undergraduate degree course leading to EYTS (early years teacher status) in a university

b) A postgraduate degree course based in a university

c) A School-Centred Initial Teacher Training (SCITT) programme

d) A School Direct programme

e) A School Direct salaried placement

f) A School Direct early years' programme

g) Early years initial teacher training

h) Early years initial teacher training (Assessment Only)

i) Teach First

j) Other - please state [open text box]

k) Don't know [if select don't know, all other answers deselected]

[EYreason1a]

Ask if RouteA= a,f,g, h

7a: What was it about early years teacher training that particularly attracted you, rather than primary teacher training? Please type in [open text box]

[routeB]

Ask if application = d or e

6a: What kinds of training did you **actually** apply to? Please select as many options as are applicable.

a) An undergraduate degree course leading to EYTS (early years teacher status) in a university

b) A postgraduate degree course based in a university

c) A School-Centred Initial Teacher Training (SCITT) programme

d) A School Direct programme

e) A School Direct salaried placement

f) A School Direct early years programme

g) Early years initial teacher training

h) Early years initial teacher training (Assessment Only)

i) Teach First

j) Other - please state [open text box]

k) Don't know [if select don't know, all other answers deselected]

[reason1a]

8a: What was it about a postgraduate degree course based in a university rather than another that attracted you to make an application? Please type in [open text box]

[reason1b]

8a: What was it about a School-Centred Initial Teacher Training (SCITT) programme rather than another that attracted you to make an application? Please type in [open text box]

[reason1c]

8a: What was it about a School Direct programme rather than another that attracted you to make an application? Please type in [open text box]

[reason1d]

8a: What was it about a School Direct salaried placement rather than another that attracted you to make an application? Please type in [open text box]

[reason1e]

8a: What was it about a School Direct early years programme rather than another that attracted you to make an application? Please type in [open text box]

[reason1f]

8a: What was it about an Early years initial teacher training programme rather than another that attracted you to make an application? Please type in [open text box]

[reason1g]

8a: What was it about an Early years initial teacher training (Assessment Only) rather than another that attracted you to make an application? Please type in [open text box]

Now we would like to ask about your preferences for the age group you would like to teach and the subject.

[Phase]

9: Which of the following age groups did you **consider** applying to teach? We will ask you separately which, if any, programmes you actually did apply to. Please select as many options as are applicable.

a) 0-5 (early years, including nursery)
b) 3-11 (primary)
c) 8-14 (middle school)

d) 11-16/18 (secondary)

e) Don't know [if select don't know, all other answers deselected]

[subject]

9a: Which of the following specialisms did you **consider** applying to teach? We will ask you separately which, if any, programmes you actually did apply to. Please select as many options as are applicable.

a) Biology

b)Chemistry

c)Computing/Computer Science

d)Design & Technology

e) English

f)Geography

g)History

h)Maths

i)Modern Foreign Languages

j)Physics

k) Special Educational Needs and Disability (SEND) (any key stage)

l) Primary PE

m) Primary Maths

n)Other - please specify [text box]

o) Don't know [if select don't know, all other answers deselected]

[Phase2]

9b: Which of the following age groups did you **actually** apply to teach? Please select as many options as are applicable.

a) 0-5 (early years, including nursery)

b) 3-11 (primary)

c) 8-14 (middle school)

d) 11-16/18 (secondary)

[subject2]

9c: Which of the following specialisms did you **actually** apply to teach? Please select as many options as are applicable.

a) Biology

b)Chemistry

c)Computing/Computer Science

d)Design & Technology

e) English

f)Geography

g)History

h)Maths

i)Modern Foreign Languages

j)Physics

k) Special Educational Needs and Disability (SEND) (any key stage)

l) Primary PE

m) Primary Maths

n)Other - please specify [text box]

o) Don't know

[EYreason1b]

Ask if Phase=b or Phase2=b

9d: What was it about primary teacher training that particularly attracted you, rather than early years teacher training? Please type in [open text box]

Section 3: Challenges and barriers

We would now like to ask you about any particular challenges, barriers or difficulties you faced when considering teacher training.

[EaseInfo]

Ask all

10a: How easy or difficult was it to find the information you needed to apply through the Get into Teaching website? Please select one only

a) Very difficult

b) Difficult

c) Neither easy nor difficult

d) Easy

e) Very easy

f) Don't know

g) Not applicable, did not use the Get into Teaching website

[GIT]

Ask if easeinfo=g

10b: Could you briefly explain why did you not use the Get into Teaching website? Please write in?

[EaseApp]

Ask if application = b,d,e

10: How easy or difficult has the application process been? Please select one only

a) Very difficult

b) Difficult

c) Neither easy nor difficult

d) Easy

e) Very easy

f) Don't know

[PreventA]

11: What was it that put you off or prevented you from making an application for teacher training (initial teacher training or early years teacher training)? Please type in [open text box]

[PreventB]

11a: Which, if any, of the following challenges and barriers do you feel prevented you from making an application for teacher training (initial teacher training or early years teacher training) Please select all that apply.

a)Lack of information about study options/routes into teaching

b)Limited availability of suitable courses nearby

c) Not sure how/where to apply

d) Difficulties in fitting a course around my existing commitments

e) Lack of information about funding/bursary support

f) Lack of advice and support during my decision making processes

g) Lack of sufficient funding

h) Concerns about getting into debt/increasing my existing levels of debt

i) Lack of support/encouragement from my family and friends

j) Lack of confidence in my ability to manage behaviour

k)Lack of confidence in my subject knowledge

l)Lack of confidence in my ability to study/cope with the course

m)Concerns about committing to the length of the course

n)Complex application process

o)Worried about the skills test/meeting the eligibility criteria

p)Concerns about availability of jobs at the end of the course

q)Concerns about pay and pensions

r)Concerns about workload

s) Difficulties in getting school experience

t) Other (please specify) [text box])

u) None of the above [if selected, all other answers deselected]

[PreventC]

12: Which of the ones you selected do you feel was the MOST important/significant barrier, which was the second most important/significant barrier, and which was the third most important/significant barrier? [1st most important drop down list a-t text] [2nd most important drop down list a-t text] [3rd most important drop down list a-t text]

[ChallengeA]

13: Which, if any, of the following challenges and potential barriers do you feel might prevent/might have prevented you from making an application for teacher training (initial

teacher training or early years teacher training)?

a)Lack of information about study options/routes into teaching

b)Limited availability of suitable courses nearby

c) Not sure how/where to apply

d) Difficulties in fitting a course around my existing commitments

e) Lack of information about funding/bursary support

f) Lack of advice and support during my decision making processes

g) Lack of sufficient funding

h) Concerns about getting into debt/increasing my existing levels of debt

i) Lack of support/encouragement from my family and friends

j) Lack of confidence in my ability to manage behaviour

k)Lack of confidence in my subject knowledge

l)Lack of confidence in my ability to study/cope with the course

m)Concerns about committing to the length of the course

n)Complex application process

o)Worried about the skills test/meeting the eligibility criteria

p)Concerns about availability of jobs at the end of the course

q)Concerns about pay and pensions

r)Concerns about workload

s) Difficulties in getting school experience

t) Other (please specify) [text box])

u) None of the above [if selected, all other answers deselected]

[ChallengeB]

Ask if application =c,d,e AND ChallengeA ~= u

14: Which of the ones you selected do you feel could be the MOST important/significant challenge, which could be the second most important/significant challenge, and which could be the third most important/significant challenge? [1st most important drop down list a-t text] [2nd most important drop down list a-t text] [3rd most important drop down list a-t text]

Section 4: Advice and Support

We would now like to ask you about the help and support you received or would have liked to receive during your decision-making about whether or not to apply to teacher training and deciding upon your preferences

[SuppReceive]

Ask all

15: Which of the following kinds of help and support did you receive during your decision-making about teacher training (initial teacher training including early years)? Please select all that apply.

a) Information about study options/routes into teaching

b) Advice about which option/route would suit me best

c) Help with accessing school based experience

d) Information about the financial support available

e) Help with making an application for a course

f) Help with making an application for financial support (scholarship/bursary/student loan)

g) Training/support with the skills test

h) Chance to talk to a newly qualified teacher/gain real feedback about teacher training

i) Information about Subject Knowledge Enhancement programmes/courses

j) Information and advice about classroom management (including managing children's behaviour)

k) The opportunity to talk to an initial teacher training provider (school or university)

l) Help to boost my confidence

m) Other, please specify [text box]

n) None of the above [if selected, all other answers deselected]

[SuppRank]

15a: Which of the ones you selected do you feel was the MOST useful source of support, which was the second most useful source of support, and which was the third most useful source of support? [1st most important drop down list a-m text] [2nd most important drop down list a-m text] [3rd most important drop down list a-m text]

[Source]

15b: Who/where did you get this support from ? Please select all that apply

a) From Government websites (NCTL, gov.uk, Get into Teaching etc)

b) From the Teaching Line

c) From a dedicated advisory service (Recruitment Advisors or Premier Plus)

d) From the UCAS Teacher Training website

e) From Teach First

f) Family/friends

g) School

h) University

i) current teacher/NQT

j) current teacher trainee

k) other, please specify [text box]

[SupportOth]

16: Is there any other help and support you would have liked during your decision-making about teacher training and during your application that you would like to tell us about? Please write in [open text box]

[ChangeA]

17: What, if anything, would have changed your mind and encouraged or enabled you to

make an application for teacher training? Please write in, this could include help and support you would have liked, or a change in your circumstances that might have made teacher training possible. [open text box]

[ChangeB]

17a: How likely are you to make an application for teacher training in the future? Please select one only

a) Will definitely apply in the next three months

b) Likely to apply in the next six months

c) Might apply in the future

d) Never

e) Don't know

[ChangeC]

17b: What, if anything, could encourage you/enable you to submit an application for teacher training? Please write in, this could include additional help and support you would like or a change in your circumstances that would make teacher training possible.

Section 5: Background

We would now just like to ask a few questions about you.

[CircumstancesA]

18: Prior to starting your teacher training, which of the following most closely matched your circumstances? Please select one only

a) I was a full-time student or had graduated in the last year

b) I had finished full-time studies but was still in the early stages of developing a career

c) I had followed a career in teaching without completing initial teacher training (e.g. as a EFL teacher), and was looking to complete initial teacher training

d) I had followed a different career path for a number of years, and was looking to pursue a career in teaching

[CircumstancesB]

18a: Which of the following most closely matches your current circumstances? Please select one only

a) I am a full-time student or graduated in the last year

b) I finished full-time studies more than a year ago but am still in the early stages of developing a career

c) I followed a career in teaching without completing initial teacher training (e.g. as a EFL teacher), now looking to complete initial teacher training

d) I followed a different career path for a number of years, now looking to pursue a career in teaching

[Qual]

19: What is the classification of your first degree? Please select one only

a) first

b) 2:1

c) 2:2

d) other

e) Not applicable, I didn't do a degree

[Age]

20: What is your year of birth? Please enter the year in the format YYYY

[Family]

21: What is your current family status? Please select one only

a) Married or living with partner, with parent/carer responsibilities

b) Married or living with partner, without parent/carer responsibilities

c) Separated, divorced, widowed or single (never married), with parent/carer responsibilities

d) Separated, divorced, widowed or single (never married), without parent/carer responsibilities

[Gender]

22: What is your gender? Please select one only

a) Female

b) Male

c) Other

d) Prefer not to say

[Ethnicity]

23: What is your ethnic group? Please select one only

White [Eth1]

a) English/Welsh/Scottish/Northern Irish/British

b) Irish

c) Gypsy or Irish Traveller

d) Any other White background, please describe [Eth1OTH]

Mixed/Multiple ethnic groups [Eth2]

e) White and Black Caribbean

f) White and Black African

g) White and Asian

h) Any other Mixed/Multiple ethnic background, please describe [Eth2OTH]

Asian/Asian British [Eth3]

i) Indian

j) Pakistani

k) Bangladeshi

l) Chinese

m) Any other Asian background, please describe [Eth3OTH]

Black/ African/Caribbean/Black British [Eth4]

n) African

o) Caribbean

p) Any other Black/African/Caribbean background, please describe [Eth4OTH]

Other ethnic group [Eth5]

q) Arab

r) Any other ethnic group, please describe [Eth5OTH]

[Region]

24: Please select your region. Please select one only

a) South East

b) London

c) North West

d) East of England

e) West Midlands

f) South West

g) Yorkshire and the Humber

h) East Midlands

i) North East

Section 6: Further contact

Just a reminder that your details and anything you tell us will be stored securely and treated in accordance with the Data Protection Act 1998. Your information will only be used for this study and not passed on to anyone else. Personal details will not be quoted in any research findings. Your contact details will be deleted when the research finishes in Summer 2015.

[OptInA]

Ask all

25: Researchers at the Institute for Employment Studies (IES) would like to speak to individuals about their reasons for registering an interest in teaching and/or their experiences afterwards including applying or deciding not to apply for initial teacher training. Would you be willing to be contacted by IES for a short interview? **All those selected to take part in interviews will receive £15 in shopping vouchers as a thank you for their time.**

a) Yes

b) No

[OptInB]

Ask if OptInA =a

name [Iname]

phone [Iphone]

email address [repeat] [Iemail1, Iemail2]

[OptInC]

26: Would you prefer to take part in a telephone interview or face-to-face focus group?

a) Telephone interview

b) Focus Group

c) I don't mind

[OptInD]

26a: Please let us know the first three digits of your postcode

 [PrizeA]

27: Would you like to be considered for the prize draw to win one of three prizes, each worth **£200** in shopping vouchers?

a) Yes

b) No

[PrizeB]

Name [Pname]

Phone number [Pphone]

Email address [repeat] [Pemail1, Pemail2].

Appendix 5: Discussion guide

1. Overview (ALL)

1. Based on your survey responses we understand you:

If applicant

- Have applied for (one/multiple): University-led/School Direct/School-centred/Early Years teacher training route(s)

- To teach Early Years/Primary/Secondary level(s)

- To teach X specialism(s)

If pending/lost

Have not applied for ITT but

- Considered University-led/School Direct/School-centred/Early Years teacher training route(s)

- Considered Early Years/Primary/Secondary level

- Considered X specialism(s)

Check with participant that these details are still correct at time of interview

2. We would be interested in hearing a little about your previous experiences of work and learning. We do not need too much detail at this point, as we may discuss things in more depth later on.

   Could you talk me through your learning and career to date, and then say a little about your current work or training situation?

   Probe for the following

   When left school or college? Career or educational priorities, any plans?

   Moving into higher education? Age? Location? Discipline of study? Motivations to study at that time?

   Any other periods of further learning? Any qualifications?

   Work history? Type of work? Job role(s)? Full- or part-time? Length of employment? Opportunities for progression or promotion?

   Any voluntary or community work?

   Any time out of work? Any time claiming benefits?

   Any events in wider life that affected decisions about career? Moving area? Having a family? Ill health? Caring commitments? Changes in the economy?

   What are you currently doing at the moment? Working, studying, not in work?

2. Considering teacher training (ALL)

In this section of the discussion we will talk about your experience of **considering** teacher training, and move on to discussing the application stage a bit later on.

3. At what point did you consider being a teacher? What made you interested in the profession? What sparked your interest? Researcher note: we check what trigger application later

    Probe: opportunity to have positive impact, working with children, believe would make a good teacher, prompted by family or friends, use knowledge and skills in certain discipline, challenging work, opportunities for progression, stability and job security, long holidays, working hours, unsure of choices to make about career, have always wanted be a teacher

    If considered/applied early years

    3a: Is there anything particular that interested you in teaching early years, rather than teaching more generally?

    If career changer (all)

    3b: How did you view your change of career? *Prompt whether seen as leaving something behind, or going to something more attractive*

    If early years career changer (from outside the sector)

    3c: Did the recent changes to improve to the profile of early years professionals or teachers influence your decision in any way?

4. Thinking about when you started to consider teaching, what research did you undertake? What were some of the questions you had at that time? What did you need to know?

    Prompt: What preconceptions or concerns did you have about those issues? Perceived value or status among professions, competition for places, differences between courses (school led – School Direct fee paying or salaried and SCITT – versus HEI led), location of courses and routes, quality of provision, where to apply, how to find a school, entry requirements

5. Where did you look for that information?

    Prompt: government website (gov.uk, Get into Teaching); dedicated advisory service (e.g from the Teaching Line service - Premier Plus including Recruitment Advisors for STEM candidates); other IAG or careers services, UCAS teacher training website; TeachFirst; other online resources (social media, forums e.g. studentroom), school; university; a current teacher or NQT; current teacher trainee; family or friend, other sources

    5a: How valuable were those sources of advice? Which were most helpful? Which were the least? Why?

Prompt if necessary from survey – (SuppReceive), (SuppRank) – for advice and support received

5b: Were there other sources of information that you knew about or had heard about but did not use or access? Why not?

Prompt: Did not perceive need, did not know where to access

6. Looking back, what (if any) support or advice would you have liked in those early stages that was not provided? Was there anything you looked for but could not find the answer to?

   6a: Did you experience any other barriers or challenges in those early stages when you were trying to access information? *Prompt to unpick*

7. What training options did you find out about? What choices were available to you? How did you access this information? Did you look for particular courses first (e.g. undergraduate EY), or look for what was available in a particular location?

   Prompt: route (school led – School Direct fee paying or salaried and SCITT – versus HEI led), location of courses and routes, quality of provision

8. Which training appeared suitable to you? What was it about those options that was appealing? Why did you feel this was the case? Of these choices, were some more viable than others, did you consider some more seriously than others?

   Prompt: subject area (degree in discipline, shortage subject, work experience, interest), work experience, age of children (prompt exactly what), length of study, funding options, mode of study, place of study, route (school led – School Direct fee paying or salaried and SCITT – versus HEI led), location of courses and routes, quality of provision

   If interviewee expresses preference of HEI over school-led route

   8a: What was it about a university-based course that was more attractive to you? *Explore level of awareness of school-led routes*

   Where necessary prompt use survey response (routeA), (Phase), (subject)

   If not already covered:

   8b: Did you consider that any options were unsuitable for you at this point? Why was this? How did you come to these conclusions? What did you understand about these courses?

   Prompt: as above

   If decided against early years in favour of primary

   8c: Was the opportunity to gain QTS a factor in your decision? Why was this the case? How did this influence you?

   If chosen early years over primary

   8d: What was it about an early years route that was more attractive for you compared to primary teaching?

9. Did anyone or anything else influence your views and choices? Who, and what way did they help or hinder? Did anyone help you decide which options were more or less suitable?

   Prompt: government marketing or advertising, family, friends, work colleagues or peers, employers

10. Are you aware of the Get into Teaching website?

    For all aware of the website

    10a: Have you used the website? What was your experience of this? What (other) resources and information have you accessed through the website? Did it meet any needs or requirements that you had? What were these? Do you feel there are any barriers in using this resource?

    Prompts: Clarity of training options, clarity of information, ability to find information, website functionality, other issues

    Explore how interviewee accessed the website – mobile, laptop, tablet – if appropriate explain there is now a mobile-friendly version

    10b: Did you register with the Get into Teaching website?

    If no Why did you decided not to register?

    Prompt: Unclear benefits associated with this, too much like committing to being a teacher, not aware of it

    If yes What led you to register interest? At what point? What are your views about the benefits (if any) of registering?

11. *If appropriate* Was gaining school based experience problematic for you? What challenges did you experience? Did you receive any advice or support around this?

12. As we discussed at the beginning of this discussion, you have/have not applied for teacher training. We would like to talk about that experience in a bit more detail, and hear some of your thoughts. *If PENDING or LOST, go to section 3, if APPLICANT move to section 4*

3. Not applied for teacher training (PENDING and LOST)

13. Are you still intending to apply for initial teacher training? Can you tell me a bit more about your thoughts? How likely is it that you might apply?

    If may still apply

    13a: Do you have an idea of which academic year you would apply for?

14. Have you started making an application or applications?

    If no go to Q16

    If yes

14a: How far have you progressed with the application? Can you describe that process(es) to me? How have you found it? What (if any) barriers or challenges have you experienced? Was there anything about the process that deterred you from applying?

Prompts: uncertainty around the process, difficulty in getting references, accrediting prior (non-UK) learning, length of the application, personal statements, complexity of the process, routes available, lack of school experience

15. Did you receive any support throughout your application? What did you need help or guidance with?

If yes

15a: Where did you receive this support from? How valuable were these different sources of support?

Prompt: government website (gov.uk, Get into Teaching); from a teaching line; dedicatory advisory service (Premier Plus including Recruitment Advisors); other IAG or careers services, UCAS teacher training website; TeachFirst; other online resources (social media, forums e.g. studentroom), school; university; a current teacher or NQT; current teacher trainee; family or friend, other sources No

Prompt: Did not perceive need, unsure where to look for support

All

15b: Is there any support you would have liked that was not offered? What could be done to improve the process? If some of this support was put into place, how likely is it that you would reconsider applying or make an application?

If PENDING

16. What are your reasons for not completing an application? Why did you begin but not complete an application? Have there been any critical moments that have dissuaded you? Has anything influenced your decision not to apply? Have there been any other barriers or challenges that have stopped you from applying?

If interviewee was considering early years

16a: Was the opportunity to gain QTS a factor in your decision? Why was this the case? How did this influence you?

17. Could anything be changed that would lead you to apply? Is there any particular support, advice or guidance that may support you in continuing your application?

18. Could anything be done right at this moment to support you in this process?

If LOST

19. What are your reasons for deciding not to apply?

Prompts: money or funding, time, the process of applying for ITT, subject knowledge, degree subject, support mechanisms available, having other options

alongside teaching, additional work or educational opportunities, life events, obtaining relevant information, local availability of training

If appropriate

19a: What point of the process was problematic for you? *Probe whether fees, obtaining school experience, gaining references, skills test, entry requirements*

If interviewee was considering early years

19b: Was the opportunity to gain QTS a factor in your decision? Why was this the case? How did this influence you?

20. Is there anything that would change your mind? What could have been changed or provided to help you? If this support was available/changed, how likely is it that you would reconsider making an application?

   ALL

21. *If not already covered:* you mentioned in the survey that [*prompt (PreventC)*] were the three most important and significant barriers for you, could you tell me more about these and why that order? When did (each) of these start to be a problem or worry for you? What could have been done to support you?

22. Is there anything about where you were living that influenced your decision?

   Prompts: Having to travel for training, availability of jobs locally

23. Was there anything else you considered when making this decision?

   Prompts: previous work experience and work record, the kinds of jobs available, future opportunities/employment, geographical location, the type of work or training which interests me, the skills I'm good at, my qualifications, funding and finance, work/life balance and family life, what my friends think

24. You previously considered [prompt from survey – (routeA), (Phase), (subject)], if you were to apply, are there particular courses you would apply for? What is it about this/those that is most appropriate for you? How are these courses better suited for you than other options?

   Prompt: School-led versus HEI-led provision. Prompt for awareness of standard/undergraduate/assessment only/School Direct route for EY considers, prompt for HEI VS school-led provision for non-EY.

   24a: Are there other options you would not consider applying for? Why is this?

   24b: What factors influenced your decision?

4. Applying for teacher training (APPLICANTS)

25. What led you to make your application? Did anything particular trigger this? Critical moments that led to apply? What were you considering when making that decision? *Eg may not have been in a position to apply to earlier*

26. As we discussed earlier, you applied for [*confirm courses again, survey (routeB), (Phase2), (subject 2)*], what was appealing about these options? Was one your preferred option? Why? Did you consider other choices to be back-up options?

If early years

26a: How aware were you of the standard/undergraduate degree/assessment only/School Direct route? Do you feel there are particular differences between them? Why (if at all) is one/multiple more appealing to you than others?

If non-early years

26b: How aware were you of HEI-led versus school-led training? Do you feel there are particular differences between them? Why (if at all) is one/multiple more appealing to you than others?

If applied for HEI-led

26c: What was it about this that was more attractive? What was it about school-led training that did not appeal to you? How much awareness did you have of the School Direct/SCITT route?

If applied for school-led

26d: What was it about school-led training that was more attractive to you? What was it about HEI-led training that did not appeal to you? *If applied for School Direct*: What was it about this route that appealed to you?

ALL

26e: What led you to apply for one/multiple training options? Why did you feel you needed more than one option?

27. You considered [*prompt from survey compare routeA, Phase and Subject with RouteB, Phase2, Subject2 to see the difference between what they considered ad what they applied for*], but did not apply for them, why was this? What was it about these options that you felt was not suitable?

If considered SCITT, School Direct salaried, School Direct fee-paying

27a: Why did you decided not to apply for a school-led route?

If considered early years but not considered course

27b: Why did you consider this age group, but not early years courses? Was the opportunity to gain QTS a factor in your decision making? Why? How did this influence you?

All

27c: Did you look into training opportunities for these courses?

For non-early years applicants

27d: When it came to making your 3 choices with UCAS why did you select the (combination of) options you did? If you received one or more offers what led you to choosing the offer you did?

27e: Was there anything about where you were living that influenced your decision? *(Prompts: having to travel for training, the availability of jobs locally)*

28. Was there anything else you considered when deciding **to** apply for [courses]/deciding **not** to apply for [courses]?

Prompts: previous work experience and work record, the kinds of jobs available, future opportunities/employment, geographical location, the type of work or training which interests me, the skills I'm good at, my qualifications, funding and finance, work/life balance and family life, what my friends think

If interviewee describes funding as a key factor, explain will talk about it in more detail later on

29. Were/are you considering any other options at the same time as teaching? What are these? *Prompt for relative importance of back-up options related to teaching, in case do not get funding, in case do not get place*

30. Can you talk me through the application process(es)? How did it/they work? How did you find it? What barriers or challenges did you experience throughout the process?

Prompts: uncertainty around the process, difficulty in getting references, accrediting prior (non-UK) learning, length of the application, personal statements, complexity of the process

If career changer

30a: Did you experience or perceive any difficulties in fitting the application requirements around your existing commitments? *Prompt application requirements such as those listed above – references, accreditation of learning, skills test*

30b: What would have enabled you to better fit the requirements around your existing commitments?

31. Did you receive any support throughout your application? What did you need help or guidance with?

If yes

31a: Where did you receive this support from? How valuable were these different sources of support?

Prompts (SuppReceive)

No Prompt: Did not perceive need, unsure where to look for support

All

31b: Is there any support you would have liked that was not offered? What could be done to improve the process?

32. *If not already covered:* you mentioned in the survey that [*prompt (Challenge B1, B2, B3)*] were the three most important and significant barriers for you, could you tell me more about these and why that order? When did (each) of these start to be a problem or worry for you? What could have been done to support you?

33. What were your expectations/experiences of the skills tests? What (if any) additional support would you have liked around this? Were your concerns based on research or a sense it was going to be a challenge?

    33a: *[If not already covered]* Did you have any concerns about the eligibility requirements for the course? What were you particularly concerned about? Why?

34. Did you ever consider not pursuing your application? Did you experience any barriers or doubts? What were these? How did you overcome them?

    Prompts: money, funding, time, getting references

35. Do you (still) have any concerns or doubts about teaching? What are they?

36. Were you successful or unsuccessful in your application?

5. Places for teacher training (SUCCESSFUL APPLICANTS)

37. Do you have a place [on a programme or course not school experience placement) for teacher training?

    If yes

    37a: Can you tell me about the place you chose (route)? Why did you choose this one? Did you consider alternative routes? What was it about these that made them unsuitable?

    37b: Have you turned down any places or been unsuccessful? *If turned down places* Which places did you turn down? Which routes? Why?

    If no

    37c: Why have you not (yet) secured a place?

    Prompt: deferring a place, not yet offered, have turned down an offer – why and which route?, the situation has changed, not what they expected, not what they wanted

    All

    37d: Did you experience any barriers or challenges when looking for a placement? What barriers did you experience in securing a place once you had applied?

7. Funding

38. Could you talk me through how you (intend/ed) to fund your study?

    Prompts: fees, wider study costs, general living costs whilst studying, cost of course, **probe where career changer**

39. What (if any) funding if any did you receive? How crucial was this? What was your experience of applying for funding?

    If applied for or received a scholarship

    39a: What attracted you to the scholarships?

    If applied for the additional funding ask:

    39b: If not for the additional funding would you still have pursued initial teacher training?

Researcher note: Trainees in maths, physics, chemistry and computing with a 2:2 or above are able to apply for a teacher training **scholarship** with the appropriate professional body:
Physics: The Institute of Physics
Chemistry: Royal Society of Chemistry
Mathematics: The Institute of Maths and its Application (IMA) in collaboration with the London Mathematical Society (LMA) and the Royal Statistical Society (RSA)
Computer Science: British Computer Society

    If successful applicant

    39c: What did you use the bursary/scholarship award for?

40. Did you take out any loans (tuition fee loan, maintenance loan or any other loans)? Why?

    40a: How do you feel about taking on debt to fund your studies? How would this affect your future plans?

    Prompt: Do you feel there is a difference between being awarded a bursary straight away, or having to first take out a loan which would be covered by a bursary awarded at a later stage?

Researcher note: Early years applicants cannot take on a tuition fee loan as course fees of up to £7,000 are paid for

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41. Have you received any financial support from family or friends?

42. Have the costs of study, (non)availability of financial support and experiences around seeking support (if applicable) affected or influenced your decisions and choices at all? In what way?

    If applied for or received a scholarship

    42a: Was the £25k financial award the reason you applied?

43. Was the bursary or scholarship award you received a sufficient incentive for applying to teacher training?

    If applied for or received a scholarship

    43a: Would you have applied for a scholarship if the extra amount over and above the bursary had not been offered? (£25,000 scholarship compared to maximum £20,000 bursary) [NB these figures are correct for all those who applied to train up to and including 2014/15; if interviewee is an applicant for 2015/16 and beyond there is no difference in bursary/scholarship awards at the top-end]

44. How has your current financial situation affected your decision making and your study experiences?

    Prompt: student related debt, wider loan repayments, mortgages

8. Close (ALL)

    If career changer and if not already covered

45. Would you have preferred greater flexibility? In study options? In the application system? What would this have looked like for you?

    Prompts: during application or training, childcare or salaried places, part-time provision

46. How could NCTL make the journey better for individuals like you?

    Prompt: before application, throughout application, in securing a place, graduate or early career/career changer?

47. What (if anything) do you wish you had known about before you embarked on your journey? What advice would you pass on to someone considering applying for teacher training?

    If considered early years at any point

    47a: Are there differences for you between EYTS and QTS? Would this be something you think is important to know about?

48. Is there anything else you would like to add about the experience of considering and applying for teacher training?

Thank and Close

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.evaluation@education.gsi.gov.uk or www.education.gov.uk/contactus

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