

Results of the newly qualified teacher survey 2008

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## Executive summary

### Introduction

From February to April 2008, the Training and Development Agency for Schools (TDA) surveyed newly qualified teachers (NQTs) who had successfully completed their initial teacher training (ITT) in England during the 2006/07 academic year.

The survey questionnaire (appendix 1) was mailed to approximately 32,000<sup>1</sup> NQTs registered with the General Teaching Council for England (GTCE) and asked them to:

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

A summary of the key findings is included in this report. A full, detailed analysis of NQT survey results is available online at <http://dataprotection.tda.gov.uk/public>. Provider level reports will also be available on this site from September 2008.

Over 14,000 NQTs completed and returned their questionnaires, a response rate of 44 per cent. This was a significant increase on last year's response rate (36 per cent). The NQTs who responded were broadly representative of the total NQT population (approximately 38,800 NQTs) who were awarded qualified teacher status (QTS) in 2006/07, although a higher proportion of primary<sup>3</sup> NQTs responded, a higher proportion of NQTs from minority ethnic (ME) backgrounds responded, a lower proportion of males responded, and a lower proportion of NQTs aged under 25 responded.

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

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

<sup>3</sup> Throughout the report, the term 'primary NQTs' refers to respondent NQTs who were trained on primary ITT courses, ie. it does not necessarily reflect the phase they are teaching.

## Key findings

### In the primary sector

- Eighty-five per cent of primary NQTs gave a very good or good rating when asked about the overall quality of their training, compared with 87 per cent last year (the highest rating so far).
- For most questions, ratings reached their highest levels to date in 2007, and 2008 responses represented a decrease.
- The key areas where NQTs' ratings were lower than in previous years were understanding the National Curriculum and the primary national strategy (including the literacy and mathematics elements) – primary NQTs' ratings in these areas showed a continued downward trend.
- The key areas of improvement in NQTs' ratings were preparation to teach reading including phonics and comprehension, understanding the foundation stage and understanding Every Child Matters – primary NQTs' ratings in these areas continued to improve.
- Undergraduate courses were rated more highly than postgraduate courses.
- For almost all questions, school-centred initial teacher training (SCITT) provision achieved the highest ratings.
- Female NQTs tended to give slightly better ratings than male NQTs, as did younger NQTs and NQTs of black or Asian ethnicity.

### In the secondary sector

- Eighty-six per cent of secondary<sup>4</sup> NQTs gave a very good or good rating when asked about the overall quality of their training, compared with 87 per cent last year.
- For 15 of the 25 questions, ratings reached their highest levels to date in 2007, and 2008 responses either equalled<sup>5</sup> or represented an improvement on the 2007 rating.
- The biggest improvements were in the following areas - the use of information and communications technology (ICT) in teaching, teaching ME learners and learners with English as an additional language (EAL), use of the career entry development profile (CEDP), sharing responsibility for continuing professional development (CPD) and understanding Every Child Matters.
- The key areas where NQTs' ratings were lower than in previous years were planning teaching, monitoring and reporting learners' progress and working with teaching colleagues.
- SCITT provision received the highest ratings in 12 of the 25 questions.
- Female NQTs tended to give slightly better ratings than male NQTs, as did younger NQTs and NQTs of black or Asian ethnicity.

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<sup>4</sup> Throughout the report, the term 'secondary NQTs' refers to respondent NQTs who were trained on secondary or key stage 2/3 ITT courses, ie. it does not necessarily reflect the phase they are teaching.

<sup>5</sup> If a change in rating between 2007 and 2008 is not statistically significant, this is considered an equal rating. Statistically significant changes are denoted by an 'S' on the graphs in this report.

## **NQTs' current employment circumstances**

- Ninety-five per cent of primary NQTs and 96 per cent of secondary NQTs were employed in teaching
- The pattern of employment of primary NQTs was different from the secondary NQTs - a higher proportion of primary NQTs had fixed-term employment contracts or were engaged in supply teaching, while a higher proportion of secondary NQTs had permanent teaching contracts.
- Primary NQTs made on average 7.5 job applications compared with 3.85 for secondary NQTs.
- Primary NQTs had on average 2.25 interviews before taking up their current position, compared with 1.95 interviews for secondary NQTs.
- The pattern of employment for primary NQTs showed large regional variations.

## **Pre-ITT activities**

- Over 90 per cent of NQTs who spoke to a teaching advocate said this activity was very important or important in helping them make an informed decision about beginning ITT.
- Almost 90 per cent of NQTs who did a subject knowledge booster course said this activity was very important or important in preparing them to begin ITT.



## Primary sector analysis

This section contains an analysis of responses to the NQT survey 2008 from approximately 6,500 primary NQTs. Throughout this section, the term 'primary NQTs' refers to respondent NQTs who were trained on primary ITT courses, ie. it does not necessarily reflect the phase they are teaching. For more information, please refer to figures 101 and 102 in appendix 2.

For questions related to quality of training, respondents were given four options: very good, good, adequate and poor. The measure we have used throughout this report is the number of very good and good responses divided by the total number of valid<sup>6</sup> responses (expressed as a percentage). Analysing statistically significant changes<sup>7</sup> in comparison with the previous year's survey, and taking into account year-on-year trends, the key points demonstrated by the NQT survey 2008 are as follows.

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<sup>6</sup> Valid responses exclude blank, multiple and inappropriate responses.

<sup>7</sup> The 2007 to 2008 change in the proportion of very good and good responses has been tested for statistical significance at the 95 per cent level.

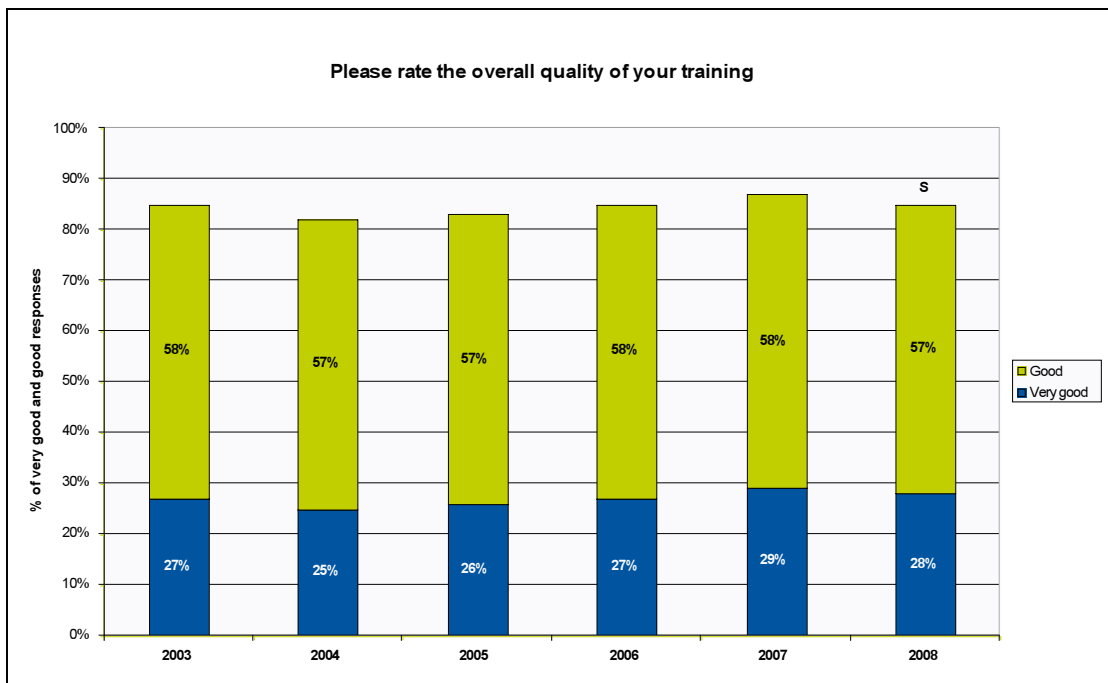
## Overall quality of training

Primary NQTs were asked to rate the **overall quality of their training** (graph 1). Eighty-five per cent of respondents rated it very good or good, a decrease of two percentage points since last year, when the rating for this question reached its highest level yet at 87 per cent.

Analysis of the 2008 primary responses to this question showed that:

- SCITT provision achieved the highest rating (92 per cent very goods and goods).
- Undergraduate courses were rated more highly than postgraduate courses (88 per cent very goods and goods compared with 83 per cent).
- Female NQTs gave higher ratings than male NQTs (85 per cent very goods and goods compared with 82 per cent).
- Eighty-seven per cent of both Asian and black NQTs gave a rating of very good or good for this question, compared with 85 per cent for both white NQTs and NQTs of mixed ethnicity.
- Younger NQTs gave higher ratings than older NQTs, with 87 per cent of under-25s giving a very good or good rating compared with 80 per cent for those aged 45 and over.

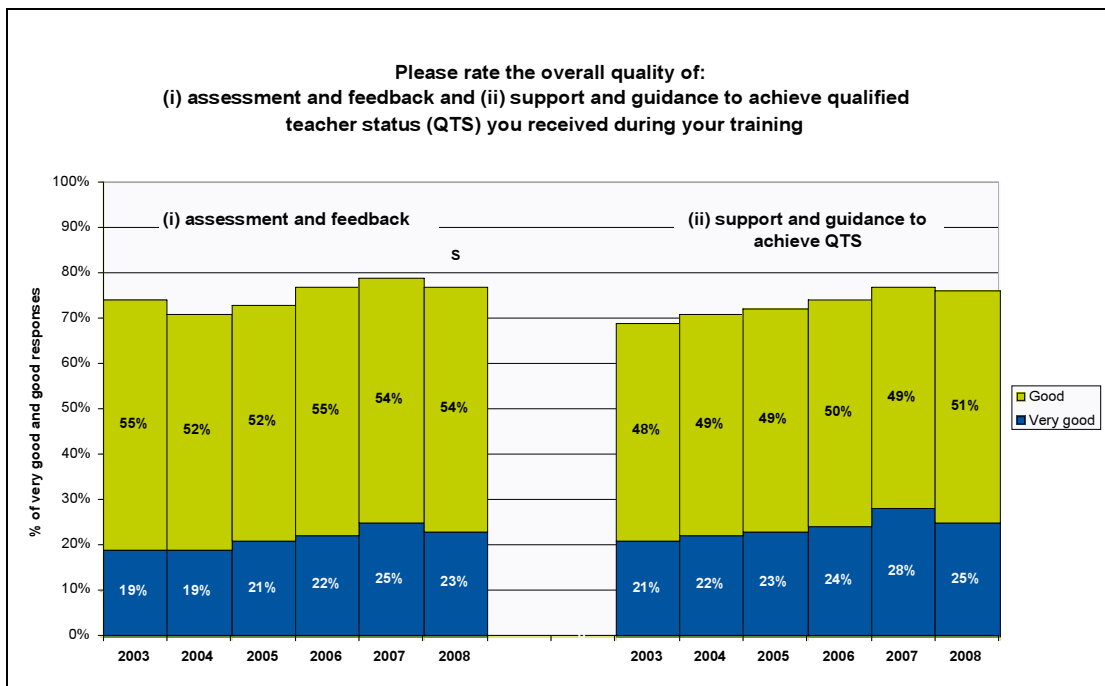
**Graph 1 (primary)**



*Key: S denotes a statistically significant change from 2007 to 2008.*

We also asked primary NQTs to rate the **overall quality of assessment and feedback** they received during their training, and the **support and guidance to achieve qualified teacher status** (graph 2). The ratings were 77 per cent very goods and goods (assessment and feedback) and 76 per cent (support and guidance). Ratings for these questions follow a similar pattern to those for the overall quality of training question above, ie an upward trend to 2007, followed by a slight reduction in 2008. The decrease in the rating for assessment and feedback was statistically significant, while the decrease for support and guidance was not. For both questions, the 2008 ratings were higher than those five years ago.

**Graph 2 (primary)**



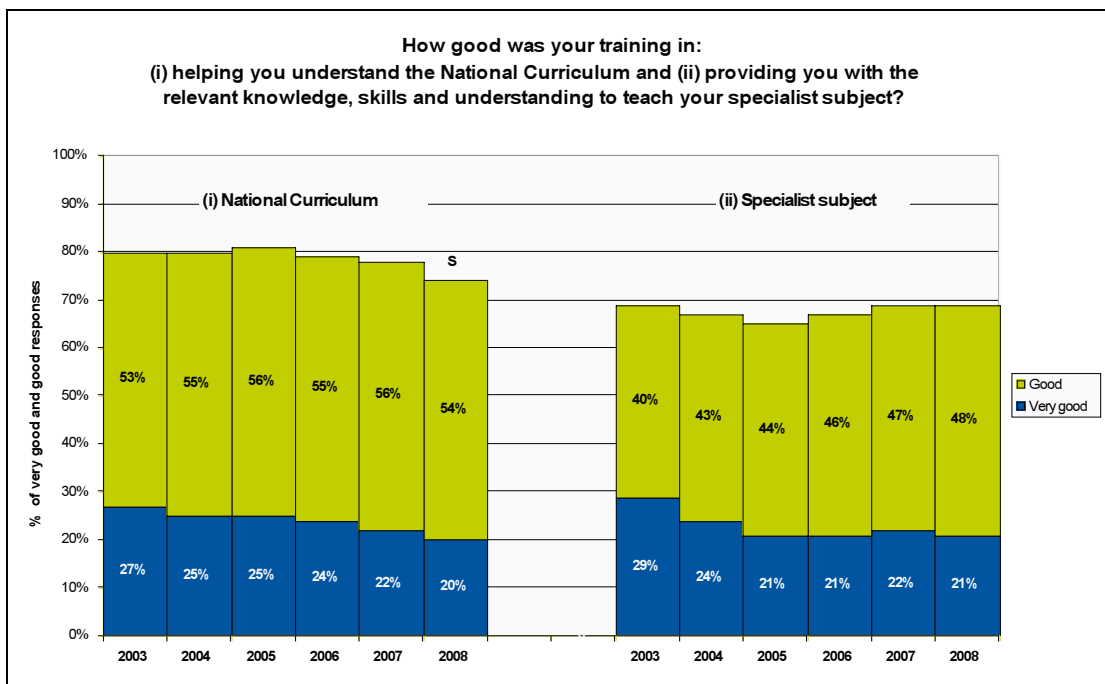
Key: S denotes a statistically significant change from 2007 to 2008.

## Teaching and learning

Primary NQTs rated their ***understanding of the National Curriculum*** lower than in previous years: ratings for this question have decreased each year since 2005. Seventy-four per cent of primary NQTs gave a very good or good rating in 2008 compared with 81 per cent in 2005 (graph 3). Conversely, results for the question about ***preparation to teach subject specialisms*** is on an upward trend, with 69 per cent very goods and goods in 2008 compared with 65 per cent in 2005.

We also asked primary NQTs to indicate how good their training was in providing them with the knowledge, skills and understanding ***to use information and communications technology (ICT) in their subject teaching***. Sixty-four per cent gave a very good or good rating, a similar percentage to last year.

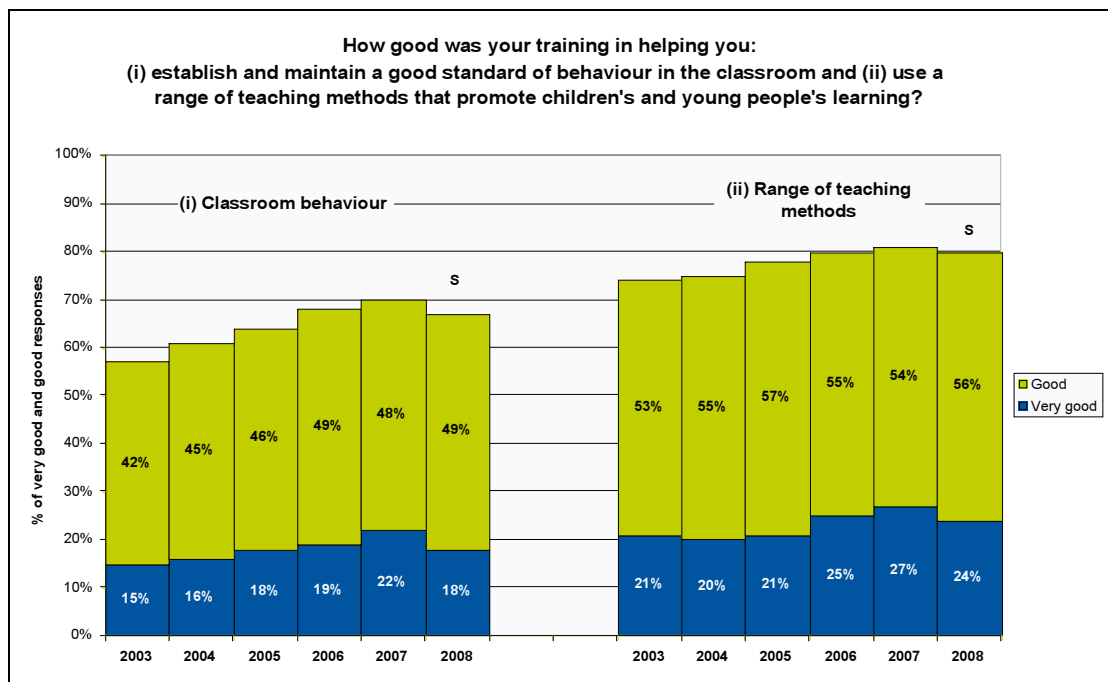
Graph 3 (primary)



Key: S denotes a statistically significant change from 2007 to 2008.

Primary NQTs' views on how well their training prepared them **to establish and maintain a good standard of classroom behaviour** increased each year to 2007 (graph 4). The 2008 rating (67 per cent very goods and goods) represents a three percentage point decrease since 2007. However, this is 10 percentage points higher than the 2003 rating. The question about **using a range of teaching methods** followed a similar, though less marked, pattern – 80 per cent very goods and goods in 2008 represents a one percentage point decrease on the 2007 figure, though this is still six percentage points higher than in 2003.

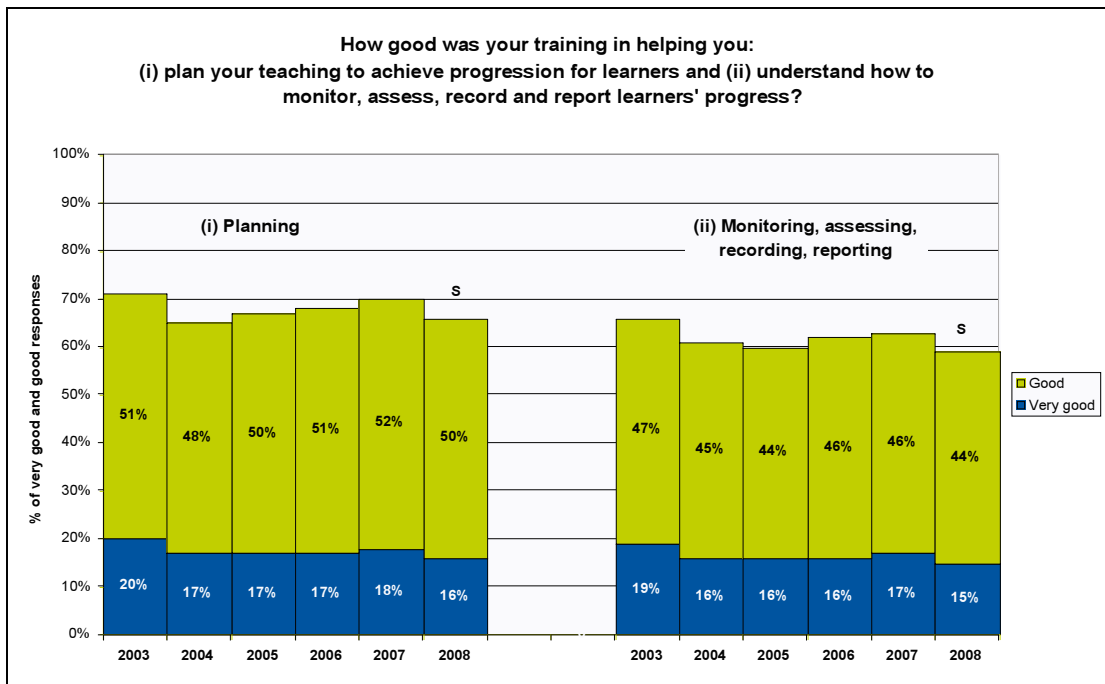
**Graph 4 (primary)**



*Key: S denotes a statistically significant change from 2007 to 2008.  
 Note: Wording changed in 2006 from “teaching methods” to “a range of teaching methods”.*

Primary NQTs appeared to feel less well prepared to **plan their teaching** in 2008 than in 2007 (graph 5). Sixty-six per cent of primary NQTs gave a very good or good rating for this question, compared with 70 per cent last year. Similarly, they appeared to feel less well prepared to **monitor, assess, record and report learners' progress**, with 59 per cent giving very good or good ratings, compared with 63 per cent last year.

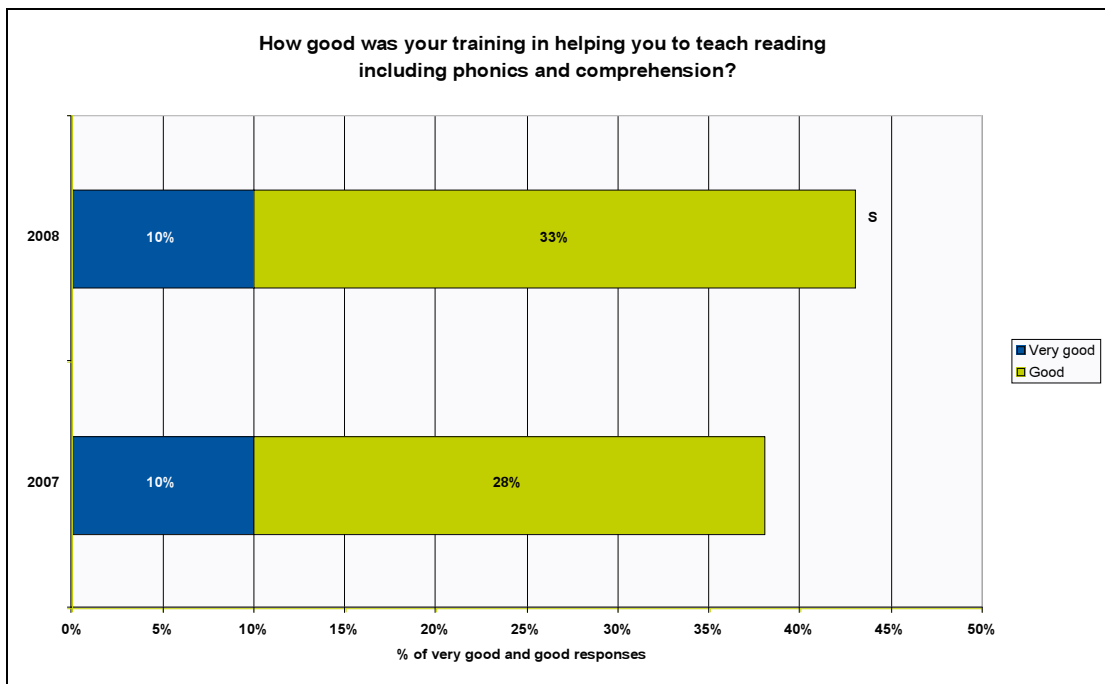
**Graph 5 (primary)**



*Key: S denotes a statistically significant change from 2007 to 2008.*

We also asked primary NQTs to rate the quality of their training in **preparing them to teach reading, including phonics and comprehension** (Graph 6). Forty-three per cent of NQTs gave a very good or good response to this question, compared with 38 per cent last year (the first year this question was asked).

**Graph 6 (primary)**

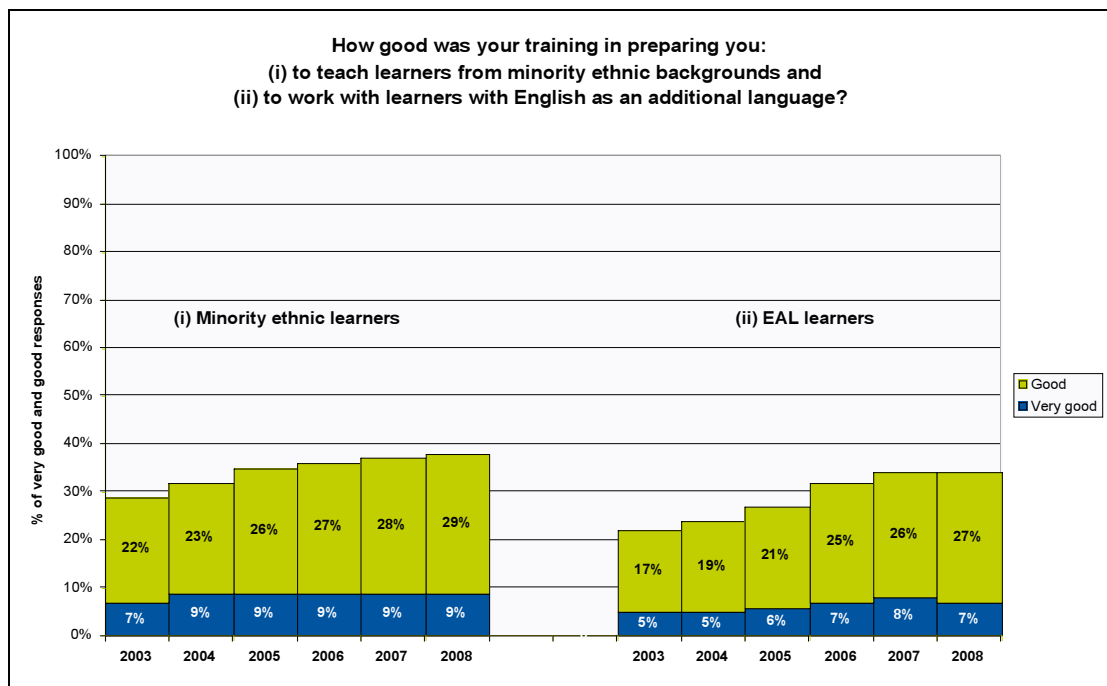


*Key: S denotes a statistically significant change from 2007 to 2008.*  
*Note: This question was first asked in 2007. The wording was changed from “preparing you to teach reading using phonics” in 2007 to “preparing you to teach reading including phonics and comprehension” in 2008.*

## Diversity

Graph 7 shows that primary NQTs' views about the quality of their training in preparing them to work with **learners from minority ethnic backgrounds** and **learners with English as an additional language** have improved since 2003, although the ratings are lower than those for other questions. Thirty-eight per cent of primary NQTs gave very good or good ratings for the ME question, compared with 29 per cent in 2003. Thirty-four per cent gave very good or good ratings for the EAL question, compared with 22 per cent in 2003. Primary NQTs trained in the London region gave the highest percentage of very good and good responses – 53 per cent for the ME question and 48 per cent for EAL. This was followed by the North East region, with 42 per cent very goods and goods (ME) and 40 per cent (EAL).

**Graph 7 (primary)**

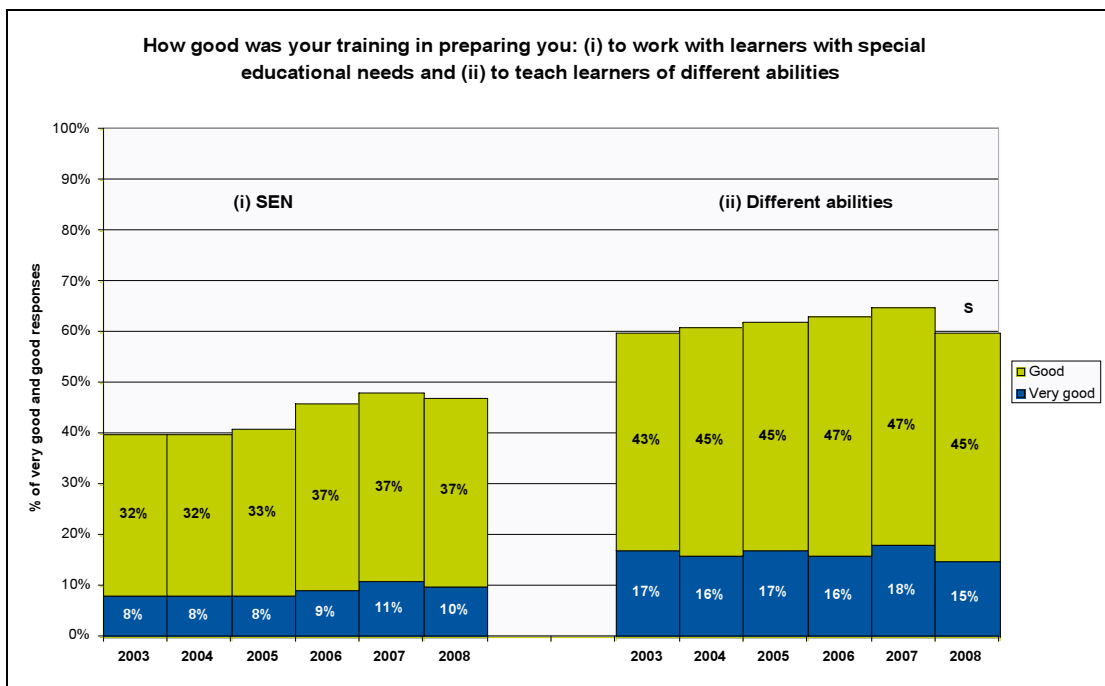


*Key: S denotes a statistically significant change from 2007 to 2008.*



Primary NQTs appeared to feel better prepared to **work with learners with special educational needs** – forty-seven per cent gave very good or good responses in 2008 (a similar figure to last year), compared with 40 per cent in 2003 (graph 8). The rating for the question about **teaching learners of different abilities** reached its highest level so far in 2007 (65 per cent very goods and goods) but decreased by five percentage points in 2008 to 60 per cent.

**Graph 8 (primary)**

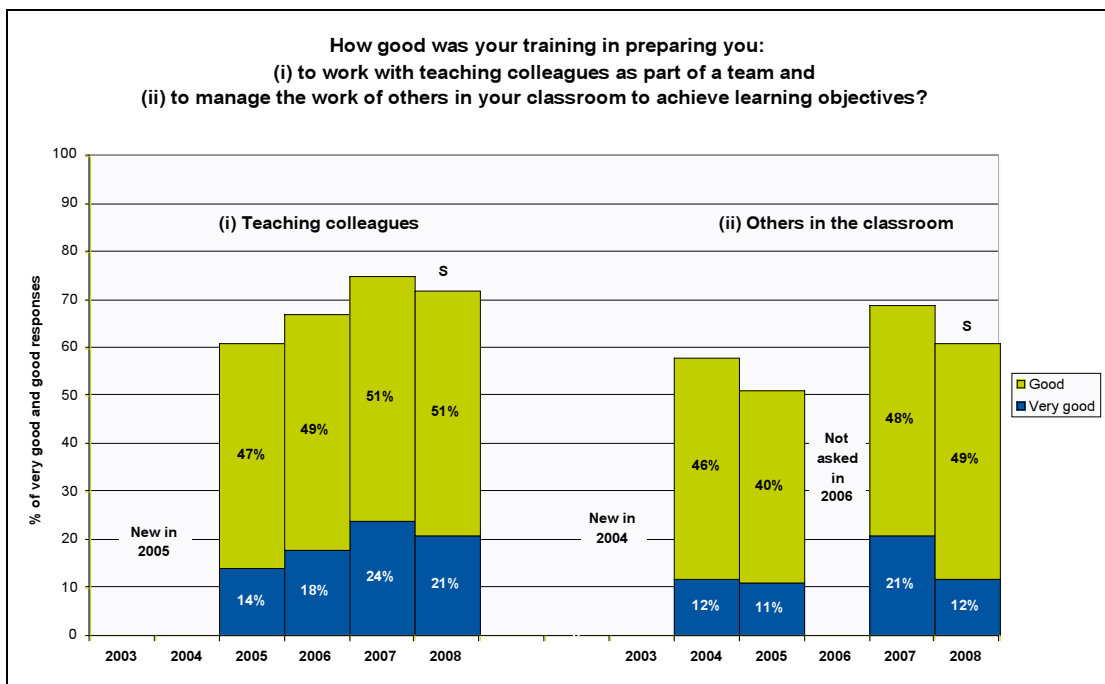


Key: S denotes a statistically significant change from 2007 to 2008.

## Every Child Matters

Seventy-two per cent of primary NQTs gave a very good or good rating when asked how well their training prepared them to **work with teaching colleagues as part of a team** (graph 9). This was lower than last year (75 per cent) but higher than in 2005 (61 per cent). Similarly, 61 per cent of primary NQTs said that their training was very good or good in preparing them to **manage the work of others in the classroom**, compared with 69 per cent last year. The 2008 rating was, however, slightly higher than the 2004 figure (58 per cent).

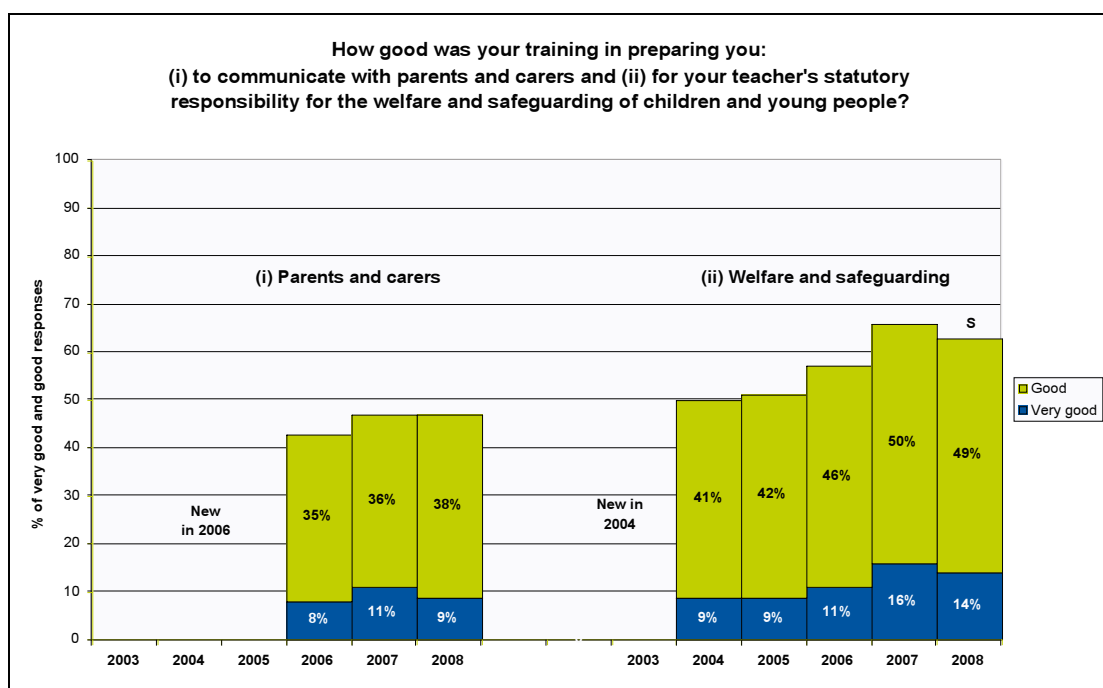
Graph 9 (primary)



*Note: In (i) above, wording changed in 2007 from “working with teaching colleagues” to “working with teaching colleagues as part of a team”. In (ii), wording changed as follows: “working with colleagues in the classroom” (2004), “working with support staff in the classroom” (2005), “working in a team with staff supporting you in a classroom (eg. nursery nurses, technicians, teaching assistants)” (2007), “managing the work of others in your classroom to achieve learning objectives” (2008).*

The same percentage of primary NQTs as last year rated their training very good or good in preparing them to **communicate with parents and carers** (47 per cent). This was a four percentage point increase on the 2006 figure (graph 10). However, there was a three percentage point decrease in the rating for preparing NQTs for their **statutory responsibility for the welfare and safeguarding of young people**, with 63 per cent responding very good or good compared with 66 per cent last year.

**Graph 10 (primary)**



*Key: S denotes a statistically significant change from 2007 to 2008.*

*Note: In (i) above, wording changed in 2008 from “parents or carers” to “parents and carers”. In (ii), wording changed from “welfare and safety” to “welfare and safeguarding”.*

We also asked primary NQTs how well their training had prepared them **to work in an extended school**. Twenty per cent gave a very good or good rating. 2008 is the first year we have included this question in the survey.

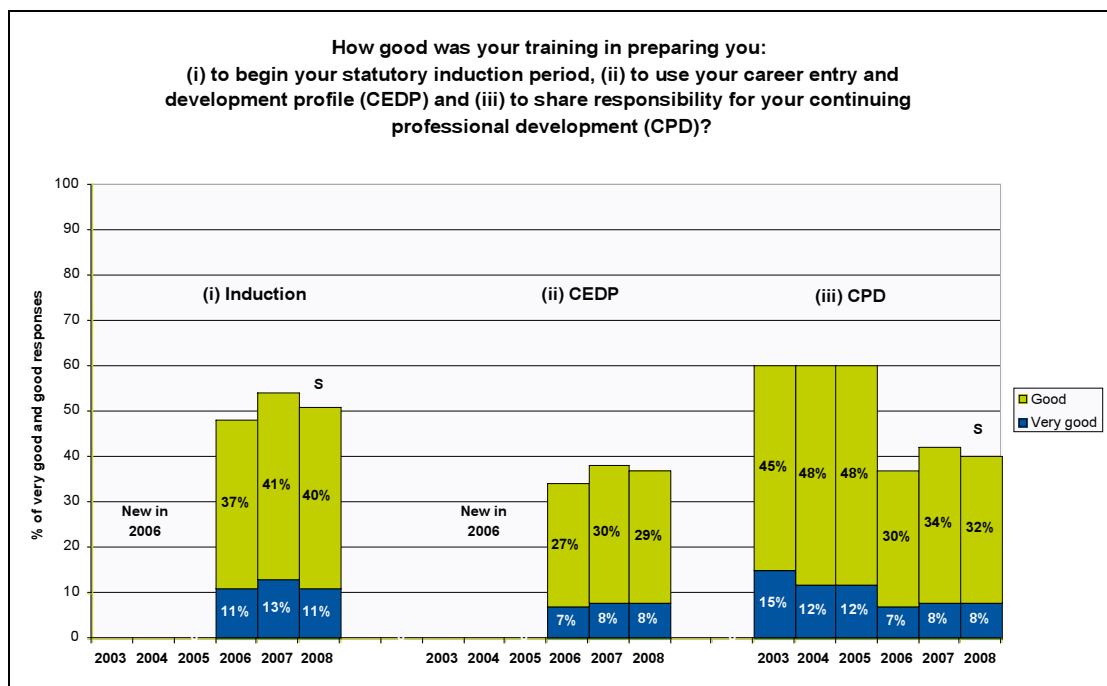
Another new question in the 2008 NQT survey was “How good was your training in preparing you **to work with other professionals (eg. social workers, health workers, police officers)?**” Thirty-one per cent of primary respondents gave a very good or good rating.

When asked how good was their understanding of the **role of the teacher in relation to Every Child Matters**, 71 per cent of primary NQTs said very good or good, an increase of some 13 percentage points since last year (the first year this question was asked).

## Induction, Career Entry Development Profile (CEDP) and Continuing Professional Development (CPD)

Primary NQTs were asked how well their training prepared them to begin their **statutory induction period** and to use the **career entry development profile (CEDP)** (graph 11). The very good and good ratings were 51 per cent (statutory induction) and 37 per cent (CEDP). Both areas have improved since these questions were first asked in 2006. We also asked primary NQTs how well their training had prepared them to share responsibility for their **continuing professional development (CPD)**. Following a significant drop of 23 percentage points in 2006 to just 37 per cent very goods and goods, the rating in 2008 was 40 per cent, two percentage points lower than last year.

Graph 11 (primary)

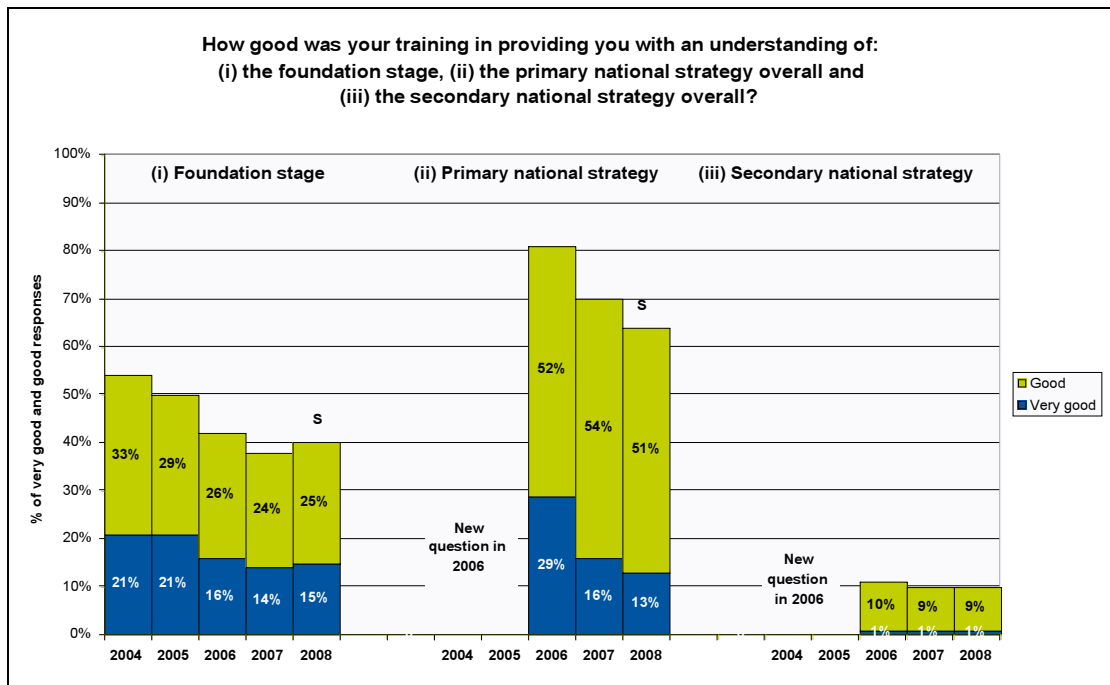


Key: S denotes a statistically significant change from 2007 to 2008.

## National strategies

When asked how good their training was in providing them with an ***understanding of the foundation stage***, 40 per cent of primary NQTs said very good or good (graph 12). Ratings for this question had decreased each year between 2004 and 2007. The 2008 figure represents a two percentage point increase since last year. Primary NQTs' ***understanding of the primary national strategy overall*** appeared to be decreasing, with 64 per cent very good and good responses in 2008, 17 percentage points lower than in 2006. The rating for primary NQTs' ***understanding of the secondary national strategy overall*** remained stable at 10 per cent very goods and goods.

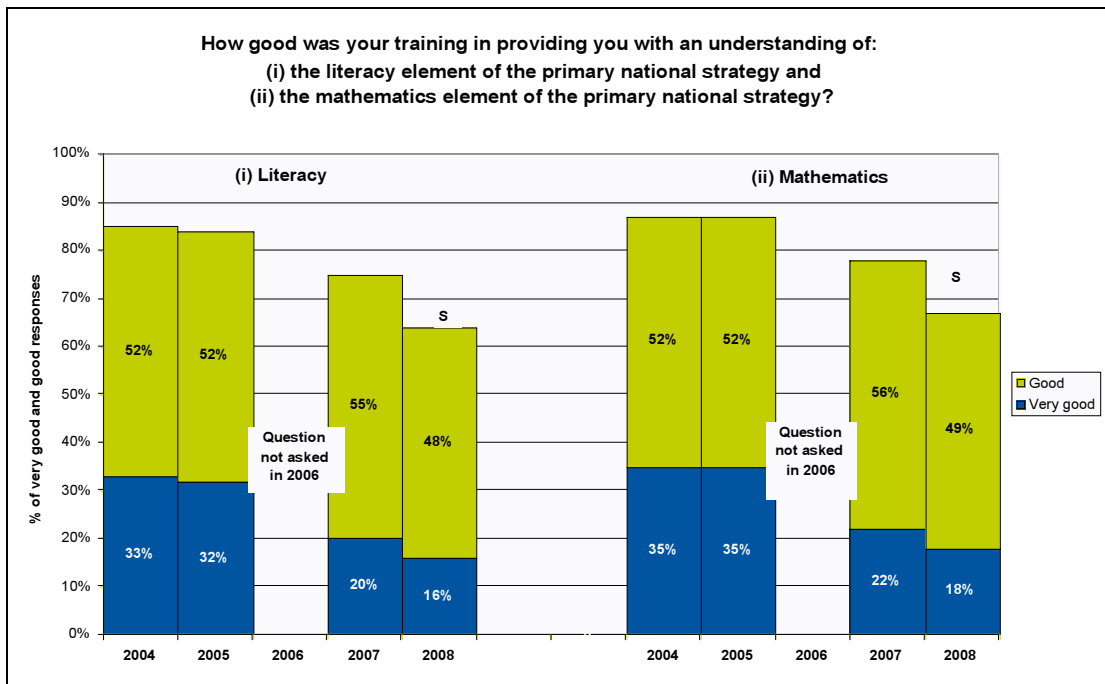
Graph 12 (primary)



Key: S denotes a statistically significant change from 2007 to 2008.

Graph 13 shows primary NQTs' responses when asked how good their training was in providing them with an ***understanding of the literacy and mathematics elements of the primary national strategy***. There have been year-on-year decreases in the ratings in both questions since 2004. In 2008, 64 per cent of primary NQTs gave a very good or good rating for the literacy question, some 21 percentage points lower than in 2004. Similarly, 67 per cent of primary NQTs gave a very good or good rating for the mathematics question, a decrease of 20 percentage points since 2004.

**Graph 13 (primary)**



*Key: S denotes a statistically significant change from 2007 to 2008.*

*Note: In 2007, wording changed from “national literacy strategy” and “national numeracy strategy” to “the literacy element of the primary national strategy” and “the mathematics element of the primary national strategy”.*

### **Comparison of 2008 primary responses by route**

In the majority of questions, primary undergraduate routes were rated significantly higher than primary postgraduate routes, most notably in the following areas - preparation to teach NQTs' subject specialism, understanding the National Curriculum, preparation to work with learners with special educational needs, overall quality of training, and helping NQTs to plan their teaching. However, primary postgraduate routes were rated higher than undergraduate routes in two areas: overall quality of assessment and feedback, and preparation to begin the statutory induction period.

### **Comparison of 2008 primary responses by institution type**

At sector level, in almost all the questions, SCITT provision achieved the highest percentage of very good and good responses. Exceptions were preparation to teach learners with special educational needs, preparation parents and carers.

### **Comparison of 2008 primary responses by gender**

In most questions, the ratings given by male and female NQTs were broadly similar. Exceptions were the overall quality of training, understanding the National Curriculum, preparation to teach their subject specialism, preparation to teach learners of different abilities, preparation to establish and maintain classroom behaviour, understanding the foundation stage, and understanding Every Child Matters. In each of these areas, female NQTs gave a significantly higher rating than male NQTs.

### **Comparison of 2008 primary responses by age**

The tendency in most questions was for younger NQTs (under 25) to give higher ratings than older NQTs (45 and over). Exceptions were the overall quality of assessment and feedback, preparation to share responsibility for their CPD, preparation to work with other professionals, preparation to communicate with parents and carers, and understanding the foundation stage. In each of these areas, older NQTs gave equal or higher ratings than younger NQTs.

### **Comparison of 2008 primary responses by ethnicity**

Analysing responses by the ethnicity of the NQT, ratings given for most questions were broadly similar, although black and Asian NQTs tended to give slightly higher ratings than NQTs of mixed or white origin. In the following areas, black and Asian NQTs gave markedly higher ratings than NQTs of mixed or white origin - preparation to teach learners from ME backgrounds, preparation to teach learners with EAL, preparation to communicate with parents and carers, and understanding of the foundation stage.

## Secondary sector analysis

This section contains an analysis of responses to the NQT survey 2008 from approximately 6,900 secondary (including key stage 2/3) NQTs. Throughout this section, the term 'secondary NQTs' refers to respondent NQTs who were trained on secondary or key stage 2/3 ITT courses, ie. it does not necessarily reflect the phase they are teaching. For more information, please refer to figures 201 and 202 in appendix 2.

For questions related to quality of training, respondents were given four options: very good, good, adequate and poor. The measure we have used throughout this report is the number of very good and good responses divided by the total number of valid<sup>8</sup> responses (expressed as a percentage). Analysing statistically significant changes<sup>9</sup> in comparison with the previous year's survey, and taking into account year-on-year trends, the key points demonstrated by the NQT survey 2008 are as follows.

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<sup>8</sup> Valid responses exclude blank, multiple and inappropriate responses.

<sup>9</sup> The 2007 to 2008 change in the proportion of very good and good responses has been tested for statistical significance at the 95 per cent level.



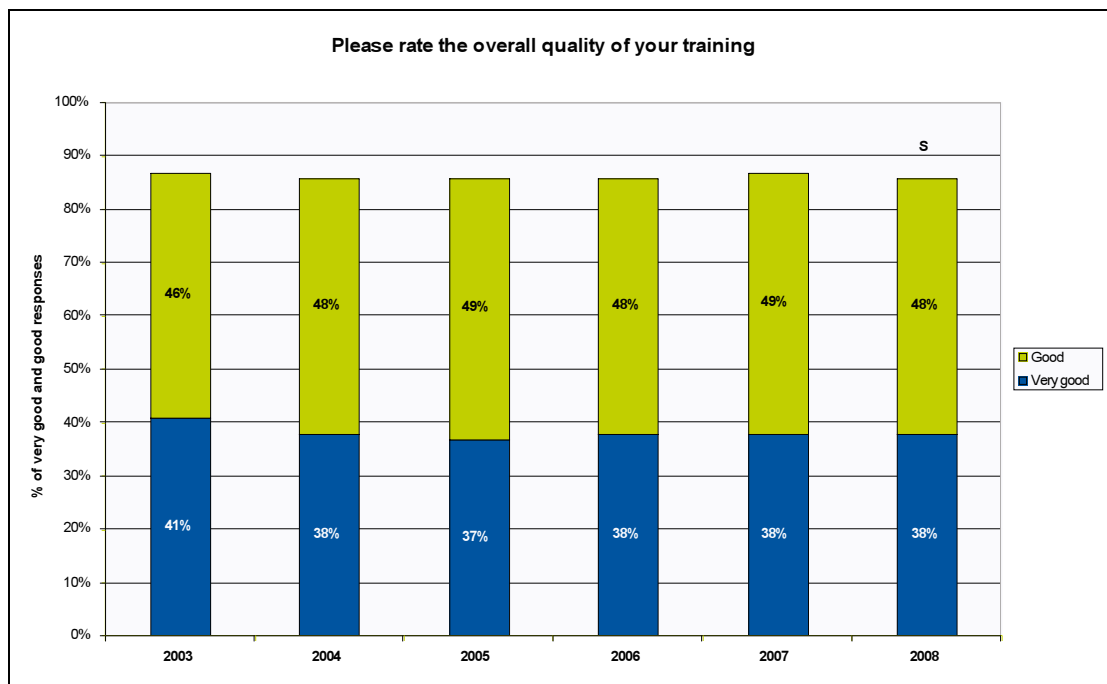
## Overall quality of training

Secondary NQTs were asked to rate the **overall quality of their training** (graph 14). Eighty-six per cent of respondents rated it very good or good, a one percentage point decrease on last year's rating of 87 per cent.

Analysis of the 2008 secondary responses to this question showed the following

- SCITT and higher education institution (HEI) provision both achieved 87 per cent very goods and goods.
- There were no significant differences between the ratings given by female NQTs (87 per cent very goods and goods) and male NQTs (86 per cent).
- Eighty-eight per cent of black NQTs gave a rating of very good or good, followed by Asian and white NQTs (both 87 per cent) and NQTs of mixed ethnicity (84 per cent).
- Younger NQTs gave higher ratings than older NQTs, with 90 per cent of under-25s giving a very good or good rating compared with 80 per cent for those aged 45 and over.

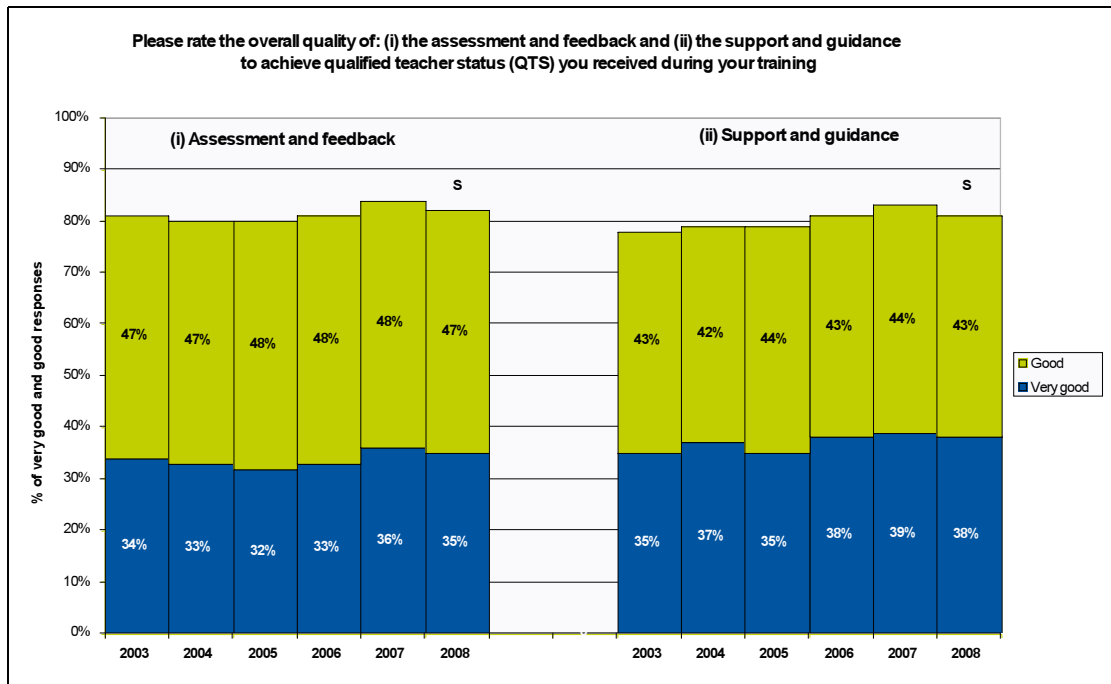
**Graph 14 (secondary)**



*Key: S denotes a statistically significant change from 2007 to 2008.*

Secondary NQTs were also asked to rate the **overall quality of the assessment and feedback** and **support and guidance to achieve QTS** they received during their training (graph 15). Ratings for both questions reached their highest levels so far in 2007 (84 and 83 per cent very goods and goods respectively), but decreased by two percentage points in 2008, to 82 and 81 per cent.

**Graph 15 (secondary)**

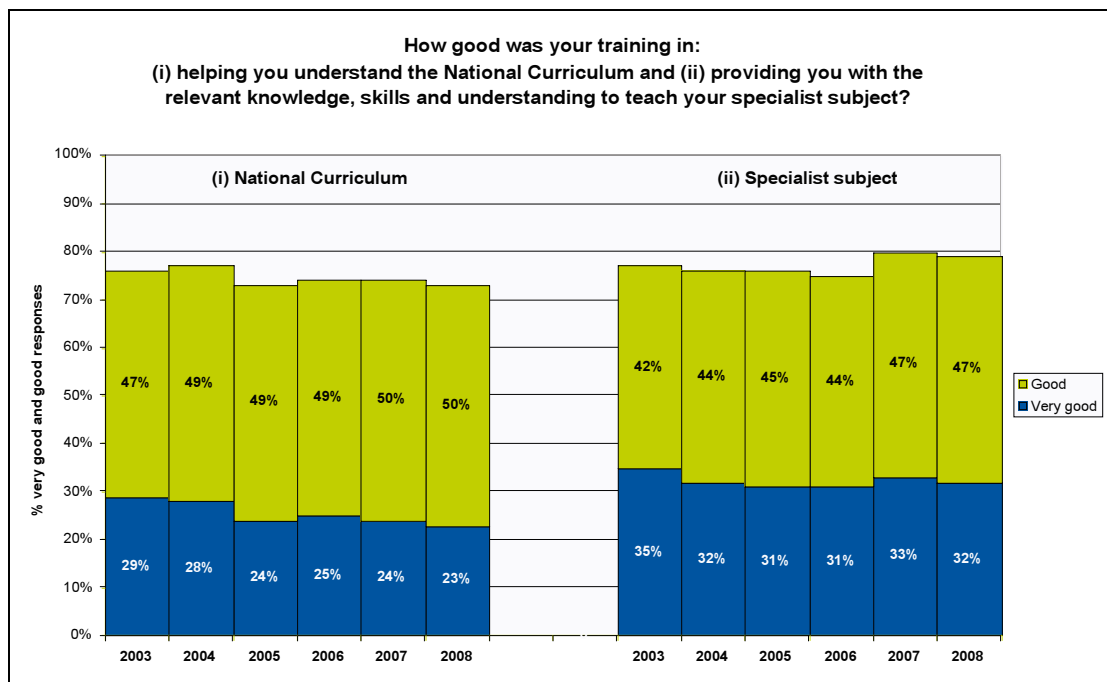


*Key: S denotes a statistically significant change from 2007 to 2008.*

## Teaching and learning

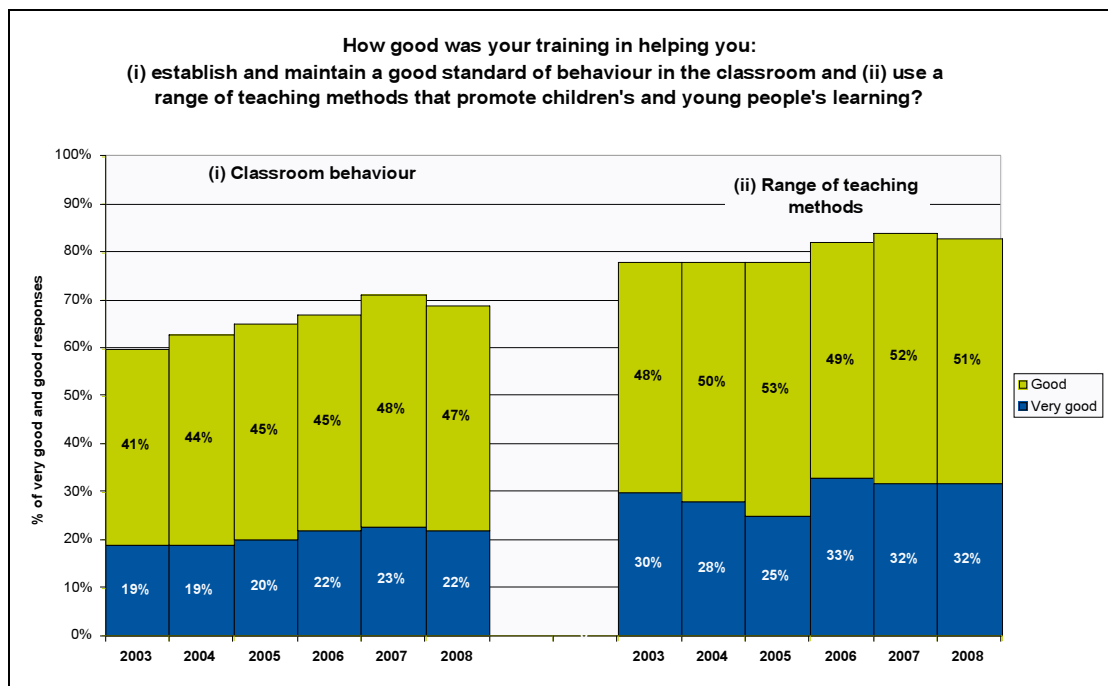
There were no significant changes since 2007 in secondary NQTs' views about the quality of their training in helping them ***understand the National Curriculum*** and providing them with the ***relevant knowledge, skills and understanding to teach their specialist subject*** (graph 16). However, the figure for the National Curriculum question was four percentage points lower than in 2004, while the subject specialism figure was three percentage points higher.

**Graph 16 (secondary)**



NQTs were asked how good their training was in helping them **establish and maintain a good standard of behaviour in the classroom** (graph 17). Ratings for this question have increased each year since 2003. The 2008 figure (69 per cent very goods and goods) was not significantly different to the 2007 figure (71 per cent). Ratings for the question about **using a range of teaching methods** have also been on an upward trend, with the 2008 figure (83 per cent very goods and goods) five percentage points higher than in 2003.

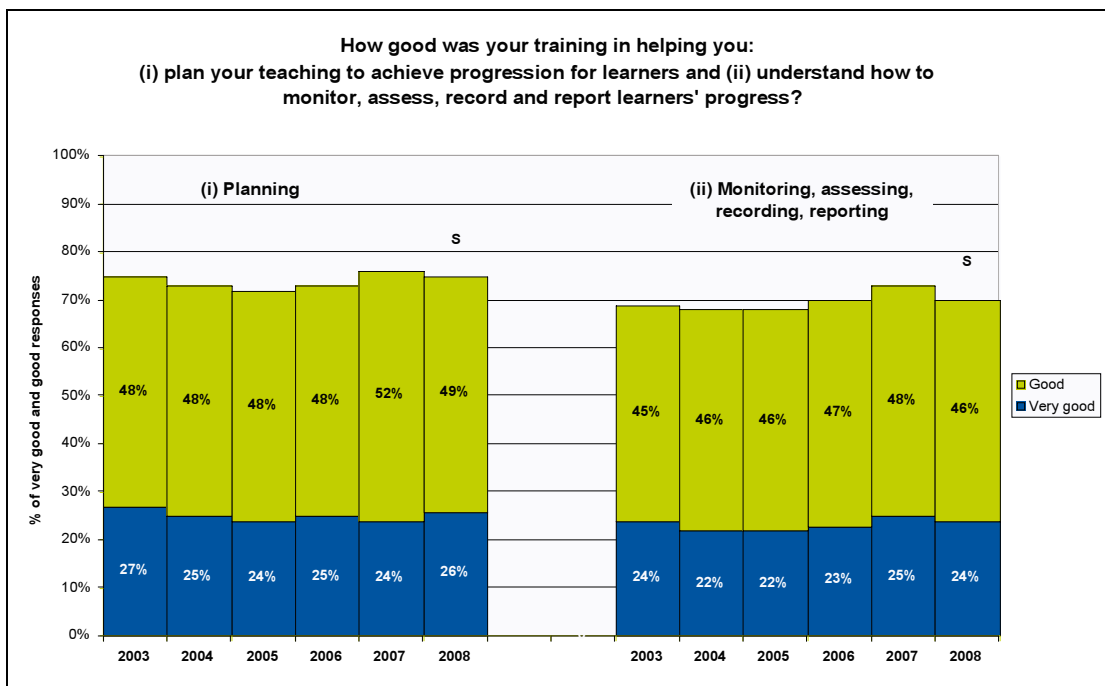
**Graph 17 (secondary)**



*Key: S denotes a statistically significant change from 2007 to 2008.  
 Note: Wording changed in 2006 from “teaching methods” to “a range of teaching methods”.*

Secondary NQTs appeared to feel slightly less well prepared to **plan their teaching to achieve progression for learners** in 2008 than in 2007 (graph 18). Seventy-five per cent of secondary NQTs gave a very good or good rating for this question, compared with 76 per cent last year. Similarly, they appeared to feel less well prepared to **monitor, assess, record and report learners' progress**, with 70 per cent giving very good or good ratings, compared with 73 per cent last year.

**Graph 18 (secondary)**



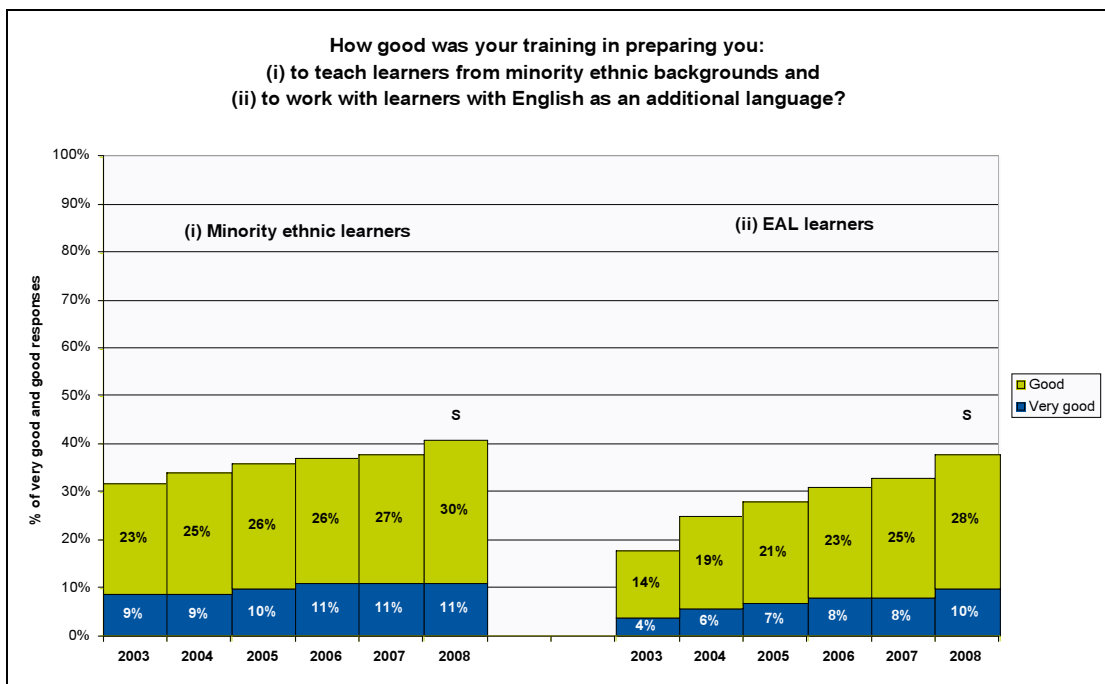
*Key: S denotes a statistically significant change from 2007 to 2008.*

We also asked secondary NQTs how good their training was in providing them with the **knowledge, skills and understanding to use ICT in their subject teaching**. Sixty-five per cent gave a very good or good rating, a two percentage point increase since last year.

## Diversity

Responses to the questions about **preparation to teach minority ethnic learners** and **learners with English as an additional language** continued on an upward trend (graph 19), although the ratings were lower than for other questions. The 2008 response for the ME question (41 per cent very goods and goods) was significantly higher than last year (38 per cent) and nine percentage points higher than in 2003. The 2008 response for the EAL question, 38 per cent very goods and goods, was five percentage points higher than the 2007 figure and some 20 percentage points higher than in 2003. NQTs trained in the London region gave the highest ratings for both questions: 53 per cent very goods and goods for ME, 48 per cent for EAL. The West Midlands region achieved the second-highest rating for the ME question (46 per cent very goods and goods) followed by the East Midlands region (45 per cent). For the EAL question, the East Midlands region achieved the second-highest rating (40 per cent very goods and goods) followed by the South East and West Midlands regions (both 37 per cent).

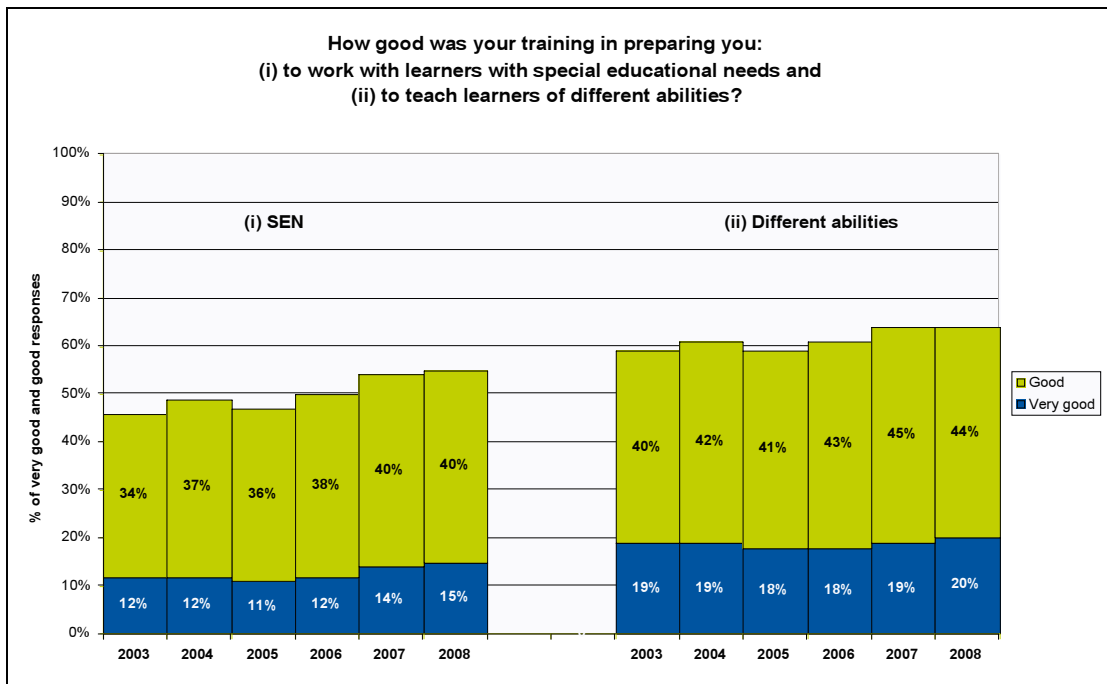
**Graph 19 (secondary)**



*Key: S denotes a statistically significant change from 2007 to 2008.*

Graph 20 shows continued improvement in secondary NQTs' views about the quality of their training in helping them **work with learners with special educational needs (SEN)** and **learners of different abilities**. For the SEN question, 55 per cent of respondents gave a very good or good rating, the highest rating so far. For the question about learners of different abilities, 64 per cent of respondents gave a very good or good rating, which is equal to the rating last year, the highest so far.

**Graph 20 (secondary)**

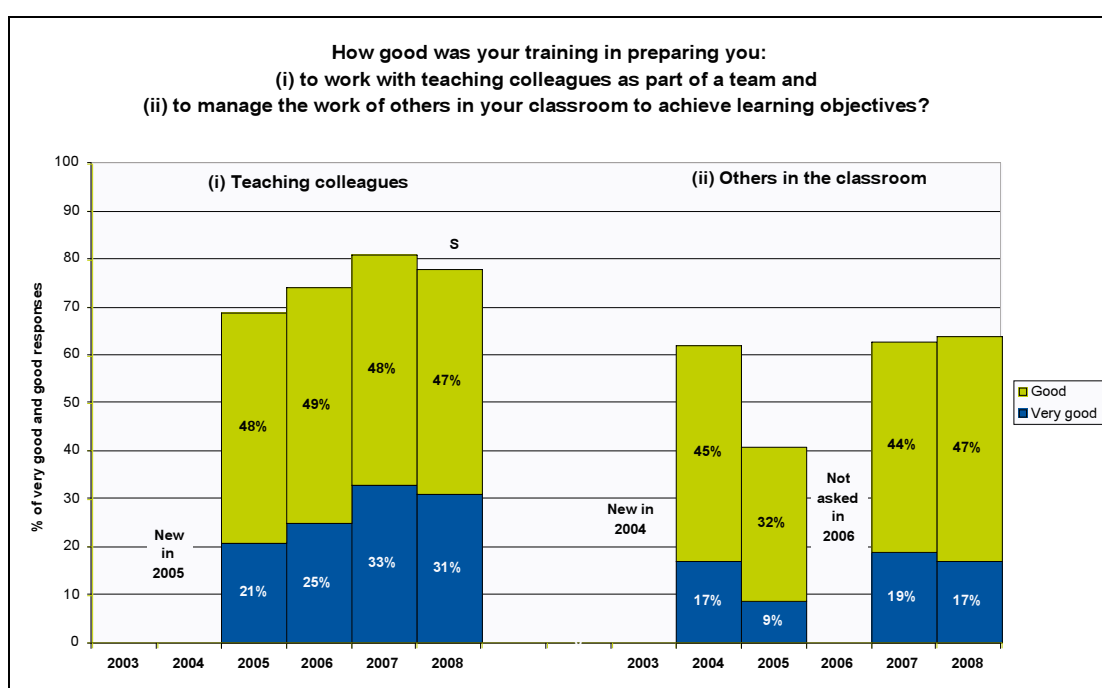


*Key: S denotes a statistically significant change from 2007 to 2008.*

## Every Child Matters

We also asked secondary NQTs to rate how good their training was in preparing them to **work with teaching colleagues as part of a team** (graph 21). Ratings for this question increased each year between 2005 and 2007. However, in 2008 the rating decreased by three percentage points to 78 per cent very goods and goods. There was no significant change when secondary NQTs were asked how good their training was in preparing them to **manage the work of others in the classroom**: 64 per cent gave a very good or good rating.

Graph 21 (secondary)



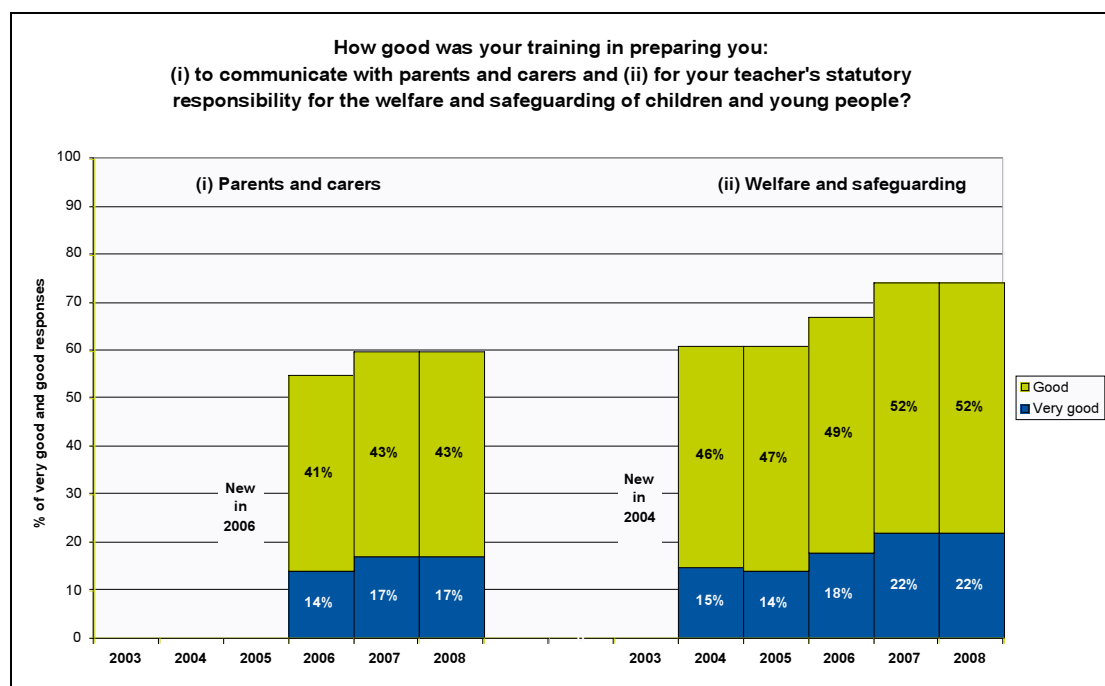
Key: S denotes a statistically significant change from 2007 to 2008.

Note: In (i) above, wording changed in 2007 from “working with teaching colleagues” to “working with teaching colleagues as part of a team”. In (ii), wording changed as follows: “working with colleagues in the classroom” (2004), “working with support staff in the classroom” (2005), “working in a team with staff supporting you in a classroom (eg nursery nurses, technicians, teaching assistants)” (2007), “managing the work of others in your classroom to achieve learning objectives” (2008).



Graph 22 shows no significant changes in either the question about preparation **to communicate with parents and carers** or the question about **the welfare and safeguarding of children and young people**. The 2008 ratings for both questions (60 per cent very goods and goods and 74 per cent respectively) are both higher than when the questions were first asked.

**Graph 22 (secondary)**



*Key: S denotes a statistically significant change from 2007 to 2008.*  
*Note: Wording in (i) above changed in 2008 from “parents or carers” to “parents and carers”. In (ii), wording changed in 2008 from “welfare and safety” to “welfare and safeguarding”.*

We also asked secondary NQTs how well their training prepared them **to work in an extended school**. Thirty-one per cent gave a very good or good rating. 2008 is the first year we have included this question in the survey.

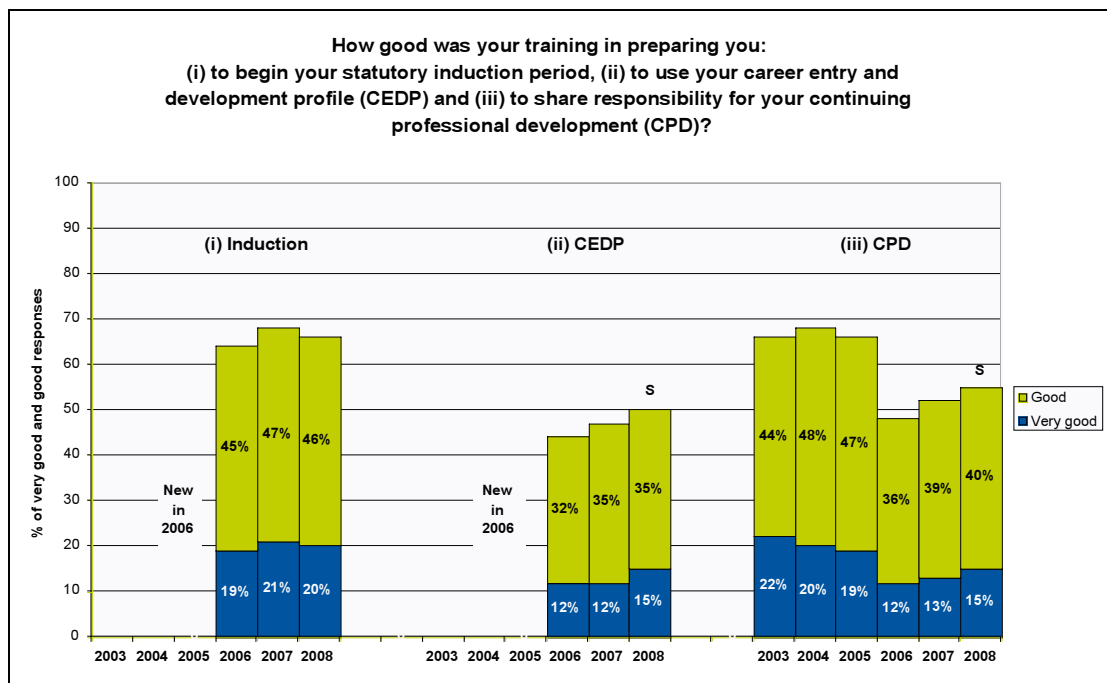
Another new question in the 2008 NQT survey was “How good was your training in preparing you **to work with other professionals (eg. social workers, health workers, police officers)?**” Thirty-three per cent of secondary respondents gave a very good or good rating.

When asked how good their understanding was of the **role of the teacher in relation to Every Child Matters**, 81 per cent of secondary NQTs said very good or good, an increase of some 12 percentage points since last year (the first year this question was asked).

## Induction, Career Entry Development Profile (CEDP) and Continuing Professional Development (CPD)

Graph 23 shows that there was no significant change in 2008 in the rating given by secondary NQTs for preparation to **begin their statutory induction period**, at 66 per cent very goods and goods. However, there were significant increases for preparation to **use the career entry development profile (CEDP)** and to **share responsibility for continuing professional development (CPD)**. For CEDP, the rating was 50 per cent very goods and goods (six percentage points higher than in 2006). For CPD, the figure was 55 per cent. However, this was 11 percentage points lower than in 2003.

Graph 23 (secondary)

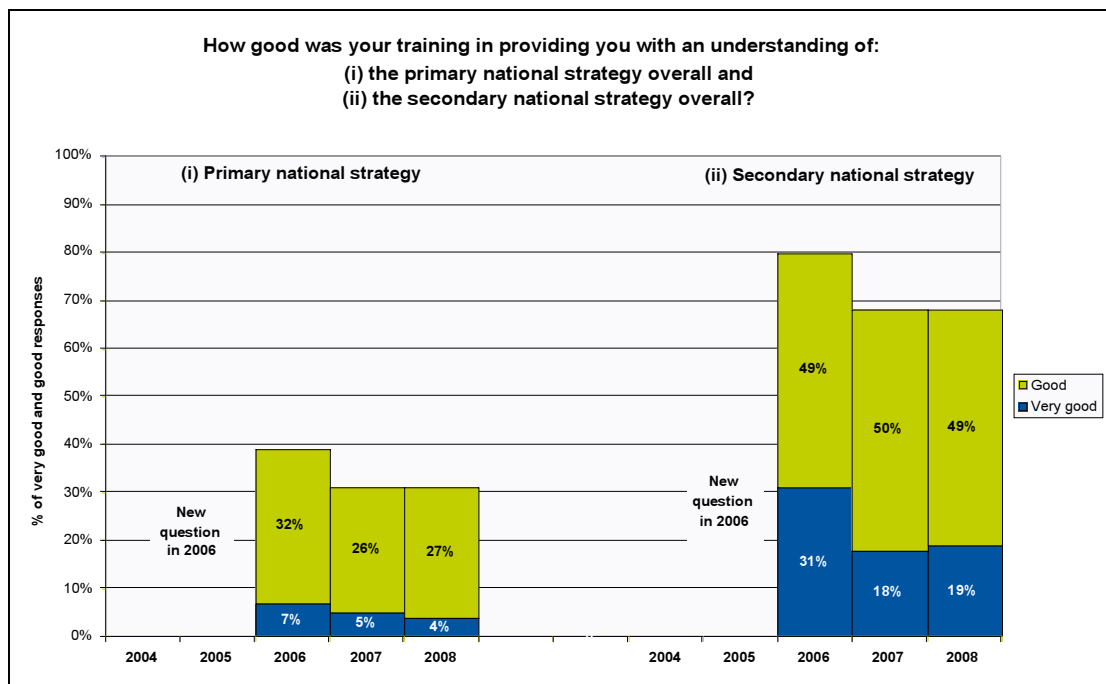


Key: S denotes a statistically significant change from 2007 to 2008.

## National strategies

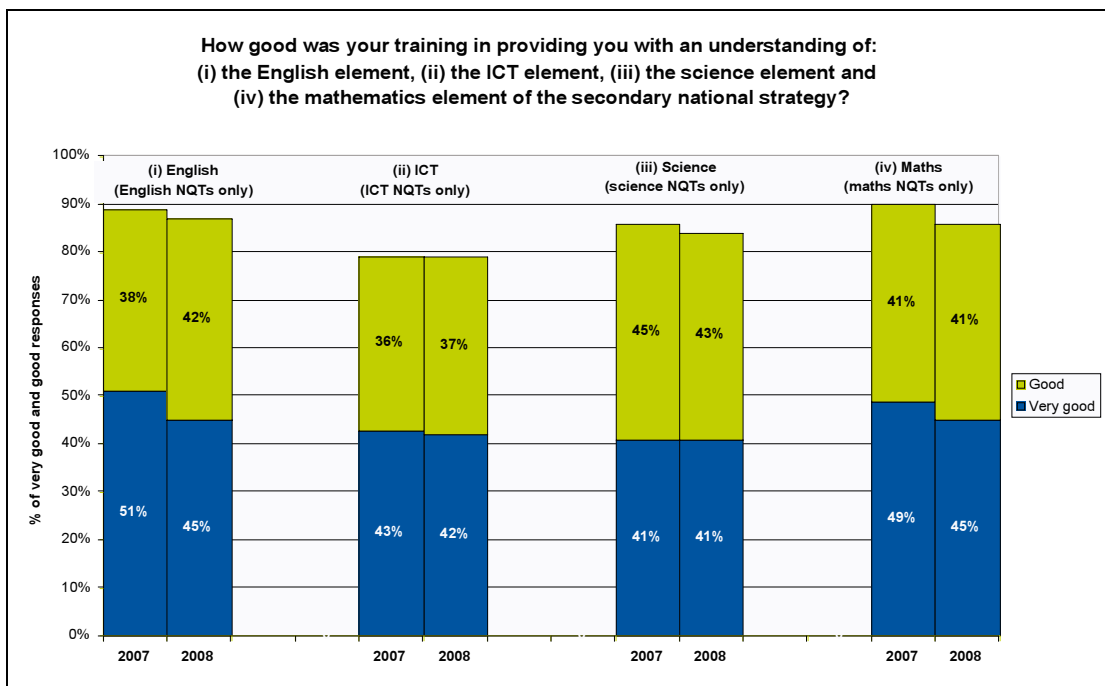
Secondary NQTs' ***understanding of both the primary and secondary national strategies overall*** appeared to be stable, with ratings equal to last year – 31 per cent very goods and goods (primary strategy) and 68 per cent (secondary strategy) (graph 24). However, both ratings had decreased since the questions were first asked in 2006, by eight percentage points (primary strategy) and 12 percentage points (secondary strategy).

**Graph 24 (secondary)**



We also asked secondary NQTs about their ***understanding of different elements of the secondary national strategy – English, ICT, science and mathematics*** (graph 25). Only those secondary NQTs trained in the specific element were asked the question. For example, only NQTs trained on secondary English courses were asked to rate the English element of the secondary national strategy. There were no statistically significant differences between the 2007 and 2008 ratings in any of the four areas.

**Graph 25 (secondary)**



### **Comparison of 2008 secondary responses by subject**

Secondary NQTs trained on Physical Education (PE) courses gave the highest ratings for the overall quality of their training, with 92 per cent very goods and goods, and ICT trainees the lowest (83 per cent very goods and goods). This pattern was repeated when NQTs were asked how good their training was in preparing them to teach their subject specialism, with NQTs trained on PE courses giving the highest ratings (87 per cent very goods and goods) and ICT trainees the lowest (71 per cent). When asked how good their training was in preparing them to use ICT in their teaching, the highest rating was given by ICT trainees (80 per cent very goods and goods), followed by geography trainees (72 per cent). English trainees gave the lowest rating for the ICT question, with 59 per cent giving a very good or good rating.

### **Comparison of 2008 secondary responses by institution type**

At sector level, SCITT provision achieved the highest ratings in 12 of the 25 questions. These include the questions about the quality of assessment and feedback, the use of ICT, planning teaching, using a range of teaching methods, learners of different abilities, learners of ME background, learners with EAL, learners with SEN, classroom behaviour, working with teaching colleagues, Every Child Matters and the secondary national strategy. In three of the questions, HEI provision achieved the highest ratings. These included the questions about preparation to teach subject specialisms, CEDP, and statutory induction.

### **Comparison of 2008 secondary responses by gender**

In most questions, the ratings given by male and female NQTs were broadly similar. Exceptions were understanding of the National Curriculum, maintaining classroom behaviour, using a range of teaching methods, monitoring and reporting learners' progress, communicating with parents and carers, understanding the secondary national strategy, and understanding Every Child Matters. In each of these areas, female NQTs gave a significantly higher rating than male NQTs.

### **Comparison of 2008 secondary responses by age**

In all questions, younger NQTs gave higher ratings than older NQTs.

### **Comparison of 2008 secondary responses by ethnicity**

Analysing responses by the ethnicity of the NQT, ratings given for most questions were broadly similar. Asian and black NQTs gave higher ratings than white NQTs and NQTs of mixed ethnicity for preparation to teach learners from ME backgrounds, learners with EAL, maintaining classroom behaviour, and managing the work of others in the classroom.

## NQTs' current employment circumstances

The survey also included questions about the NQTs' current employment status. The key findings are listed below.

- There was little difference in the proportion of primary respondents employed in teaching compared with the secondary respondents (95 per cent and 96 per cent respectively).
- The pattern of employment of the primary NQTs was different from the secondary NQTs. For example:
  - 51 per cent of the primary NQTs had permanent teaching contracts compared with 75 per cent of secondary NQTs. This was similar to the previous survey where the figures were 54 and 77 per cent respectively.
  - 31 per cent of the primary NQTs had fixed-term employment contracts compared with 16 per cent of secondary NQTs. This was similar to the previous survey where the figures were 30 and 15 per cent respectively.
  - 13 per cent of the primary NQTs were engaged in supply teaching compared with five per cent of the secondary NQTs. This was also similar to the previous survey where the figures were 11 and four per cent respectively.
- The primary NQTs made on average 7.5 job applications compared with 3.85 for the secondary NQTs.
- The primary NQTs had on average 2.25 interviews before taking up their current position compared with 1.95 interviews for the secondary NQTs. This was similar to the previous survey where the figures were 2.2 and 1.9 respectively.

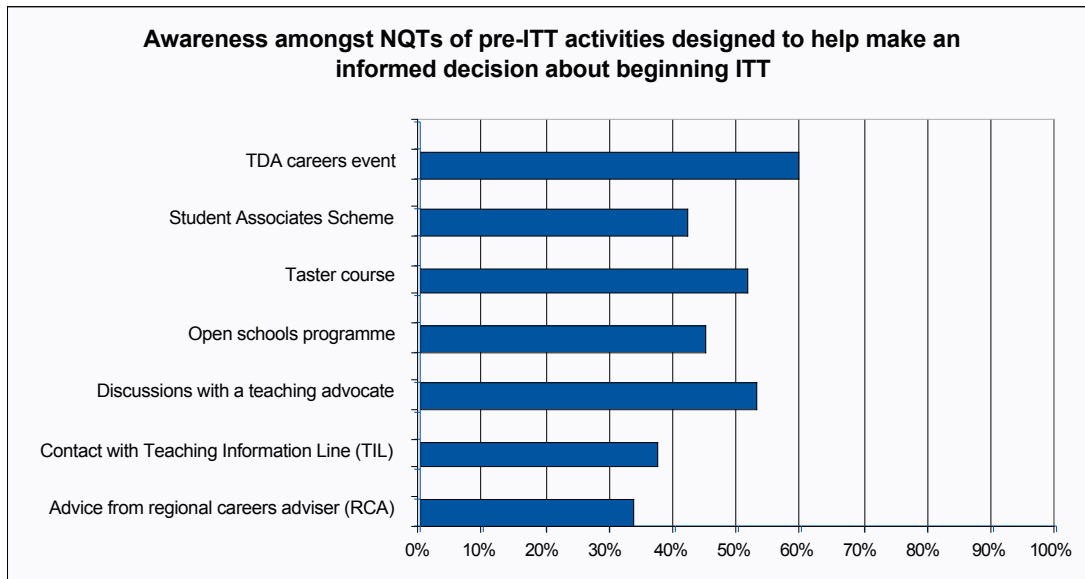
- The pattern of employment for primary NQTs showed large regional variations. For example:
  - 32 per cent of primary NQTs trained in the North West region had permanent teaching contracts compared with 71 per cent in London.
  - 46 per cent of primary NQTs trained in Yorkshire and The Humber had fixed-term teaching contracts compared with 15 per cent in London.
  - 24 per cent of primary NQTs trained in the North West region were engaged in supply teaching compared with four per cent in the Eastern region.
  
- A higher proportion of the secondary NQTs were employed in a school in which they trained than the primary NQTs (28 per cent compared with 22 per cent). These figures were the same in the previous survey.
  
- Sixteen per cent of primary NQTs and 22 per cent of secondary NQTs indicated that they relocated to take up their current position.
  
- Around 50 per cent of all NQTs considered that they were employed in a school facing challenging circumstances.

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

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

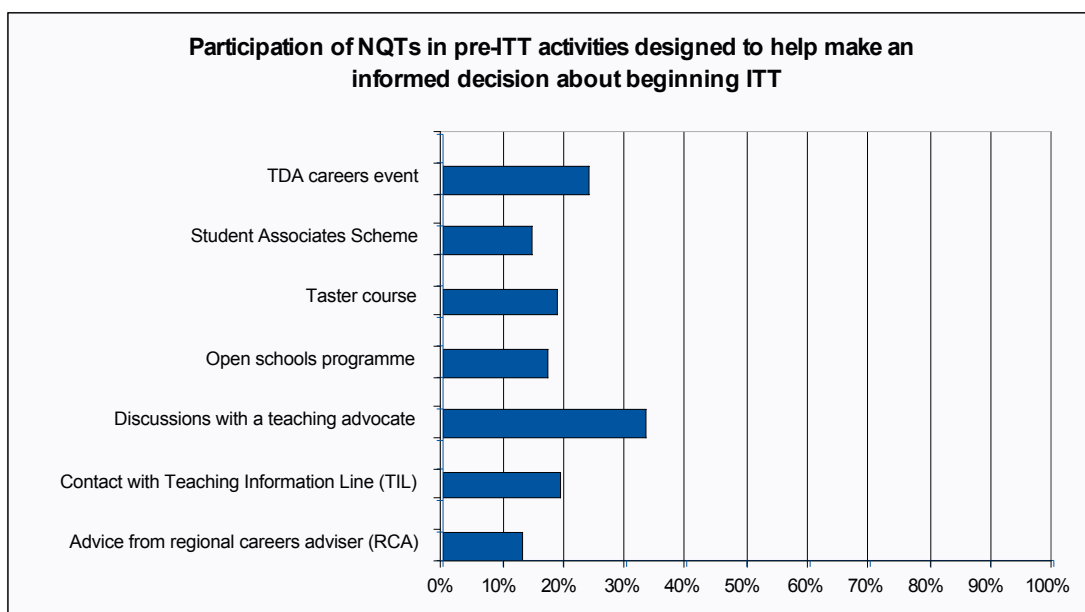
Graph 26 shows the levels of awareness amongst NQTs of the pre-ITT activities designed to help them make an informed decision to begin ITT.

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



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

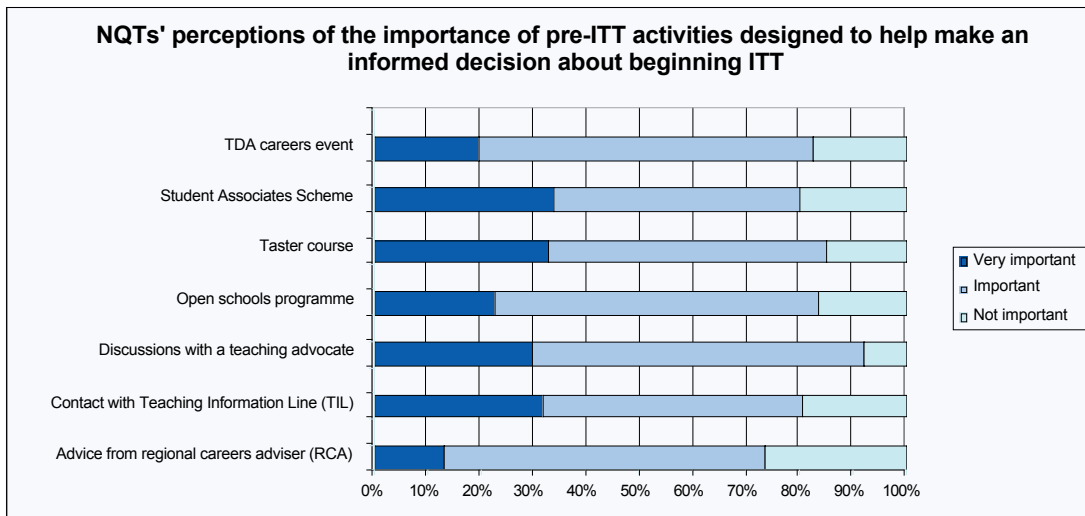
**Graph 27 (pre-ITT activities)**





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

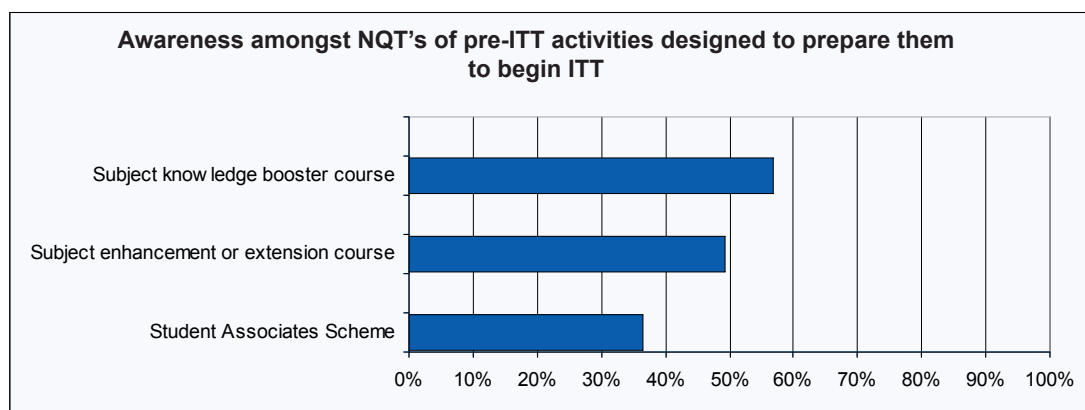
**Graph 28 (pre-ITT activities)**



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

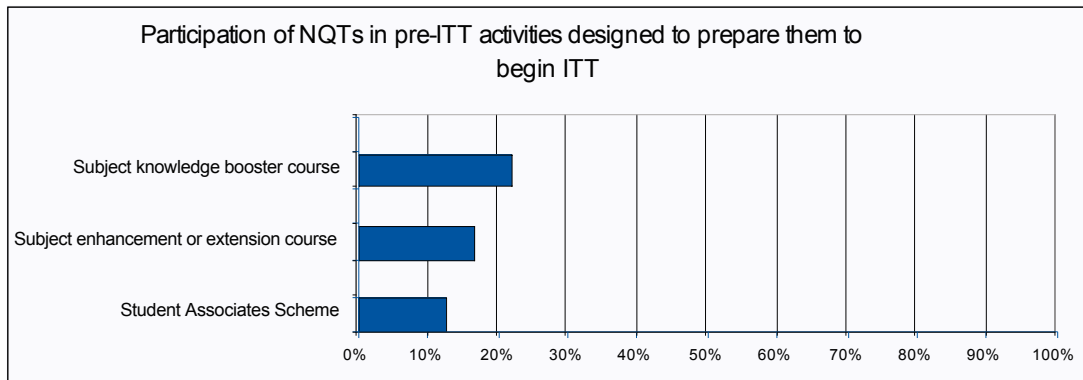
Graph 29 shows the levels of awareness amongst NQTs of the pre-ITT activities designed to prepare them to begin their ITT programme.

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



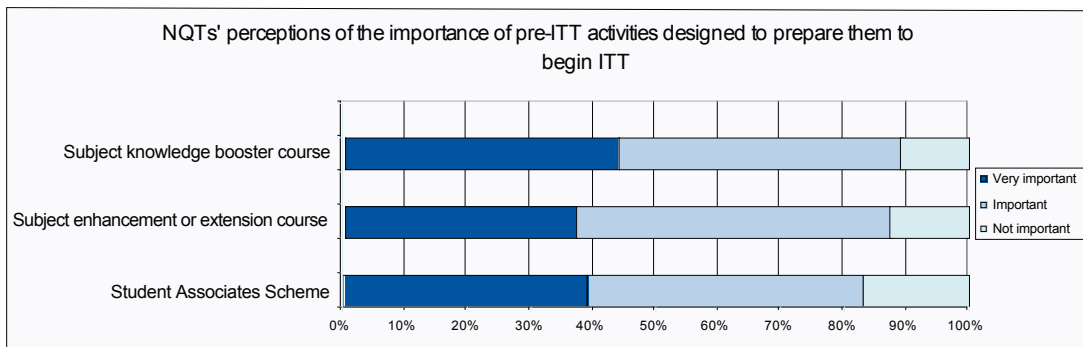
Graph 30 shows the participation rates of NQTs in these activities.

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



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

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



# Appendix 1



## The newly qualified teacher survey 2008

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



1. Please rate the following:	Very good	Good	Adequate	Poor
a. The overall quality of your training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The overall quality of assessment and feedback you received during your training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The overall quality of support and guidance you received during your training to achieve the standards for qualified teacher status (QTS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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- s. preparing you for your teacher's statutory responsibility for the welfare and safeguarding of children and young people?
- t. preparing you to teach reading including phonics and comprehension? (primary NQTs only)
- u. preparing you to work in an extended school?

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

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

**4. Every Child Matters**

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

- | Very good                | Good                     | Adequate                 | Poor                     |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**5. Which key stages:**

- |                                  | Foundation               | KS1                      | KS2                      | KS3                      | KS4                      | post-16                  |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. were you assessed on for QTS? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. are you currently teaching?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

- |  | Unaware it existed       | Very important           | Important                | Not important            | Did not take part        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Advice from a regional careers adviser (RCA)?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Contact with the Teaching Information Line (TIL)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Discussions with a teaching advocate?             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Open schools programme?                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Taster course?                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Student Associates Scheme?                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. TDA careers event?                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

8. If you trained on a primary modern languages programme:

	N/A	French	German	Italian	Spanish
a. in which language(s) were you trained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. which language(s) are you currently teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Employment

a. What is your employment status?

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

b. Are you employed on a teaching contract by a school in which you trained?

N/A	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Did you relocate to take up your current teaching position?

d. How many job applications did you make before you were employed in your current position?

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

e. How many interviews did you have before you were employed in your current position?

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

f. Do you consider that you are working in a school facing challenging circumstances?

N/A	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. What was your job immediately prior to starting your initial teaching training?

N/A	Administrative	Financial	Managerial	Sales	Technical
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, please specify \_\_\_\_\_

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- 10. Induction** Yes No
- a. Have you started your induction?
- b. Is your school providing you with 10 per cent free time in addition to planning, preparation and assessment (PPA) time? N/A Yes No

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

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

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

E-mail \_\_\_\_\_ Tel. \_\_\_\_\_

**12. If you wish to add any further comments about your training, please do so below:**  
 (please write clearly in BLOCK CAPITALS) 11797

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

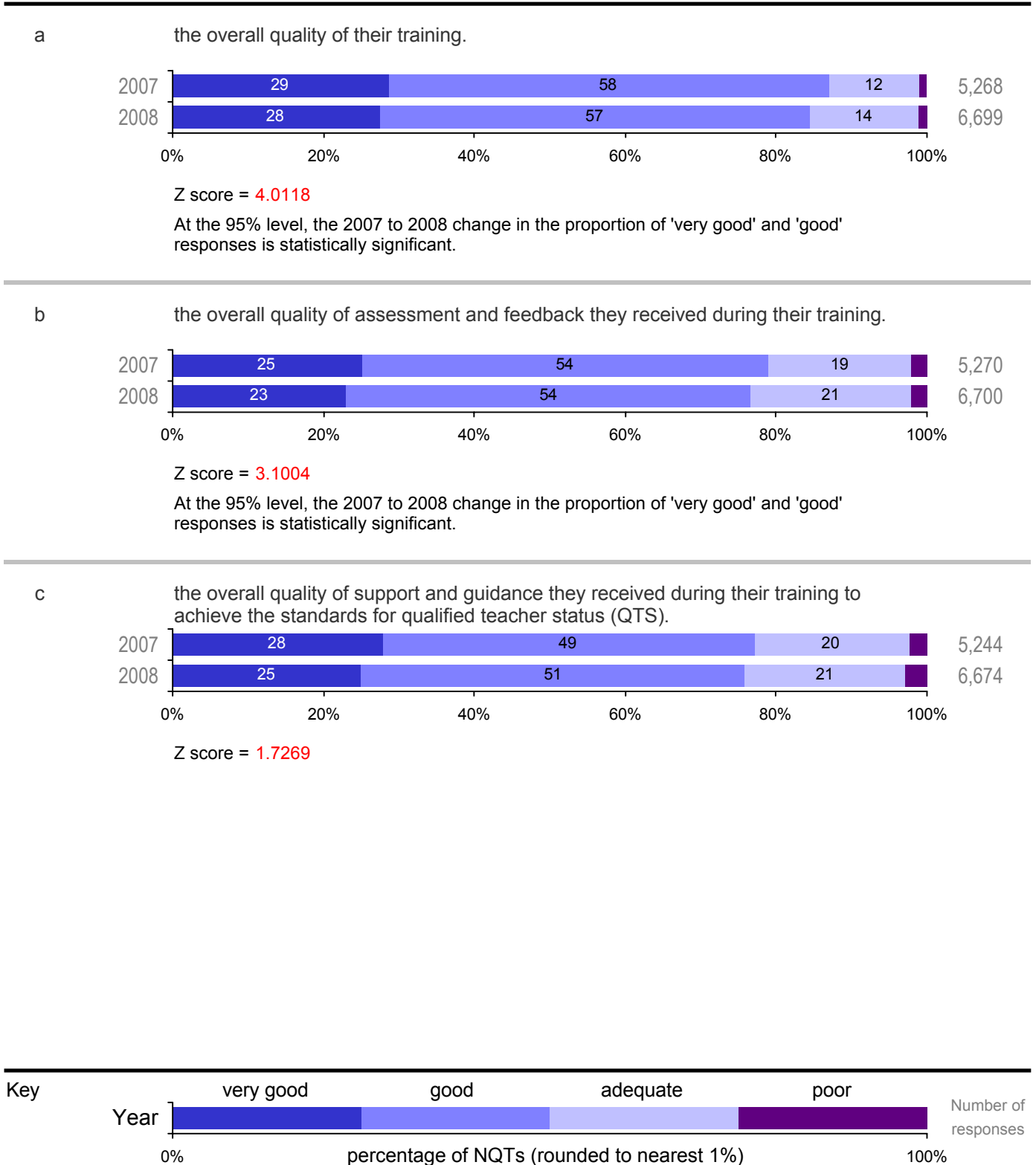
If you answered "Yes" to this question, please complete the short, anonymous questionnaire enclosed and return it to us in the envelope along with this survey.

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

## Appendix 2

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

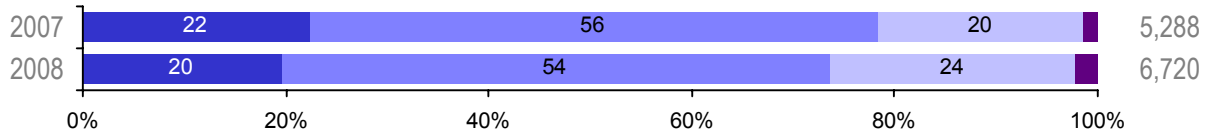
Q 1 How NQTs rated:



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

Q 2 How NQTs rated their training in:

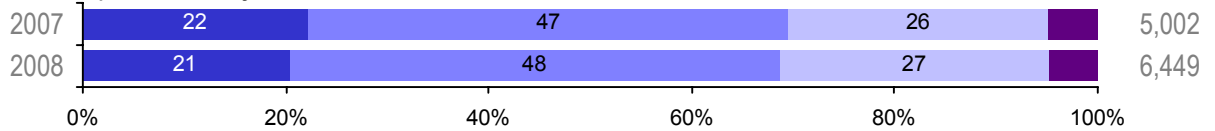
a helping them understand the National Curriculum.



Z score = 5.9657

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



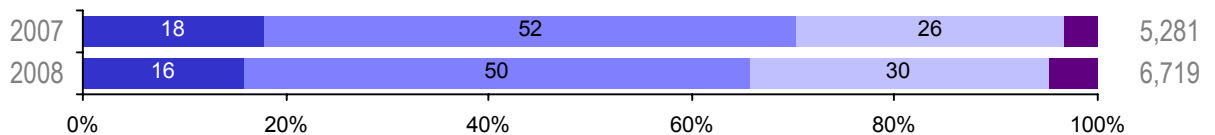
Z score = 0.8736

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



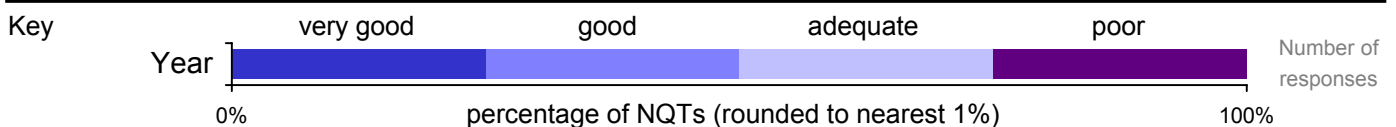
Z score = 1.2544

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



Z score = 5.3838

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.





e preparing them to teach learners of different abilities.



Z score = 5.0659

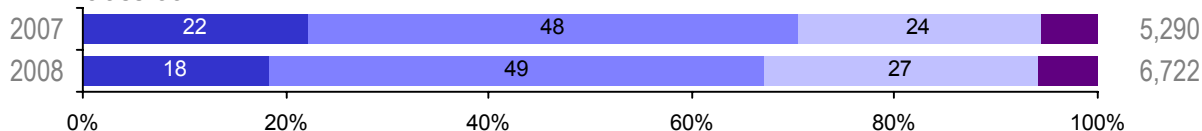
At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

f preparing them to teach learners from minority ethnic backgrounds.



Z score = -1.1219

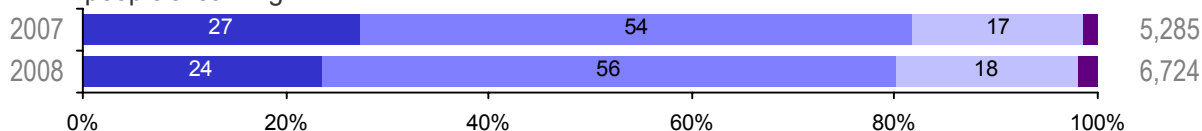
g helping them to establish and maintain a good standard of behaviour in the classroom.



Z score = 3.8133

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



Z score = 2.3462

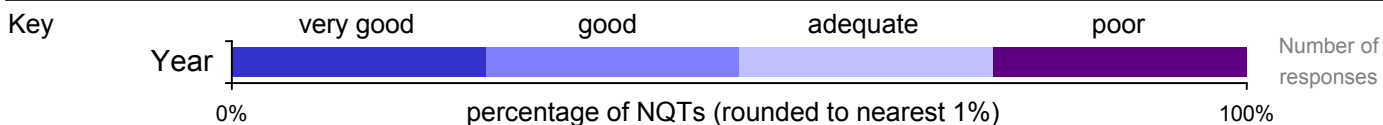
At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

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

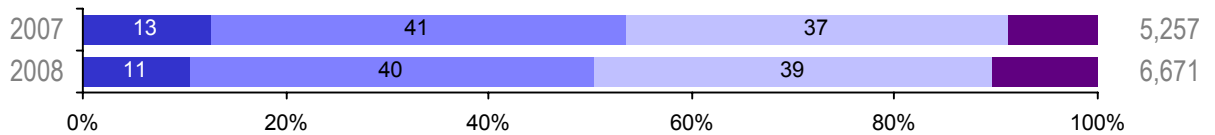


Z score = 3.9447

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.



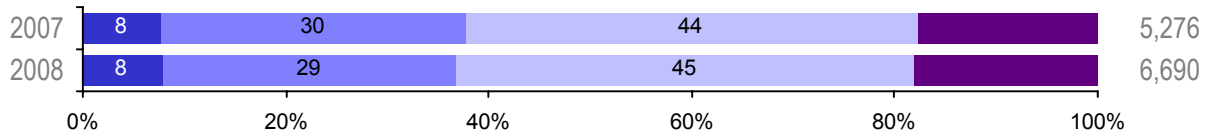
j **new in 2006** preparing them to begin their statutory induction period.



Z score = 3.4688

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



Z score = 1.0558

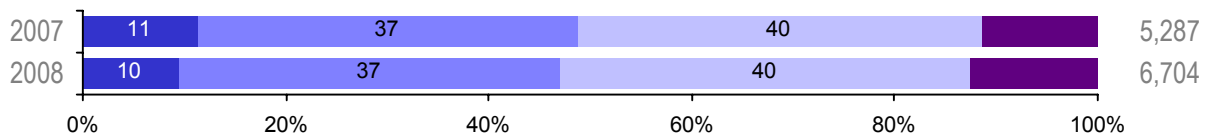
l preparing them to share responsibility for their continuing professional development (CPD).



Z score = 2.9451

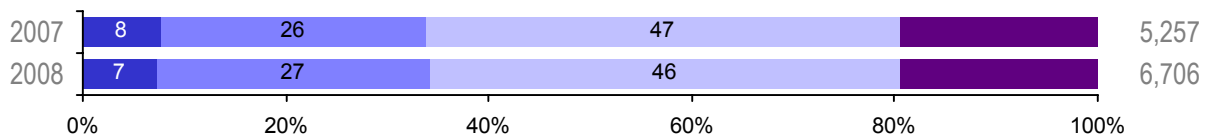
At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

m preparing them to work with learners with special educational needs.

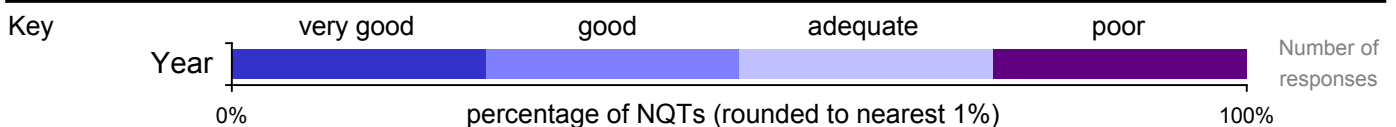


Z score = 1.9517

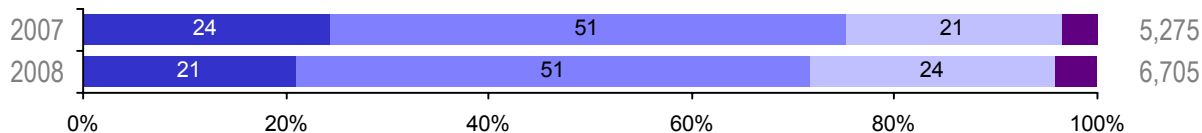
n preparing them to work with learners with English as an additional language.



Z score = -0.4703



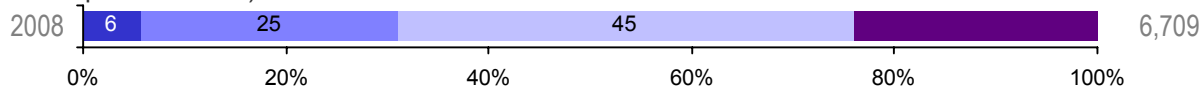
o **new in 2005** preparing them to work with teaching colleagues as part of a team.



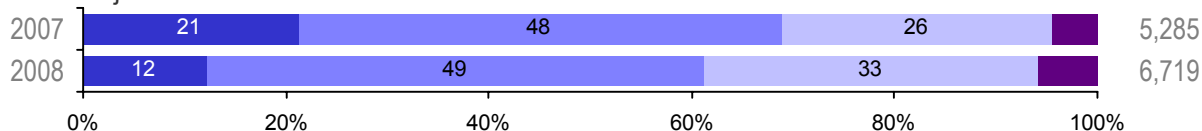
Z score = 4.3453

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



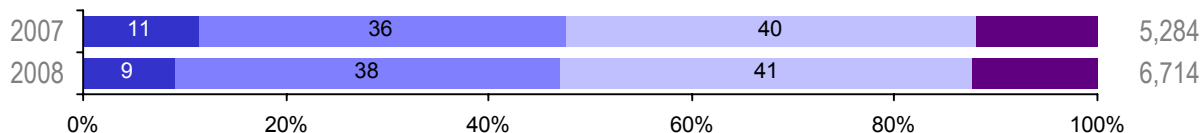
q **new in 2004** preparing them to manage the work of others in their classroom to achieve learning objectives.



Z score = 8.7165

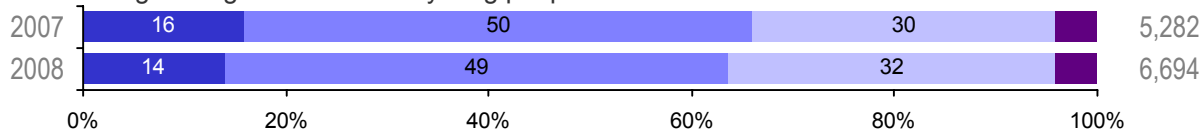
At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



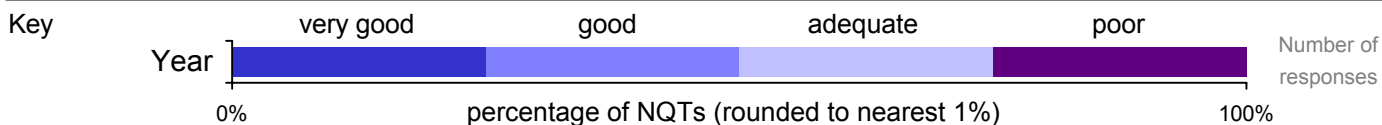
Z score = 0.6161

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

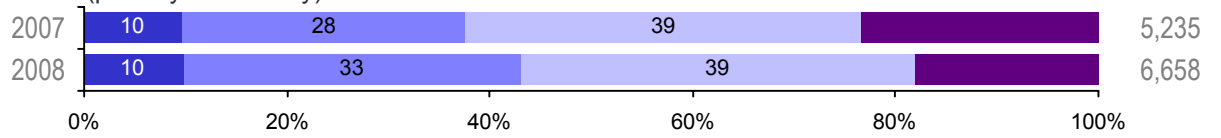


Z score = 2.7943

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.



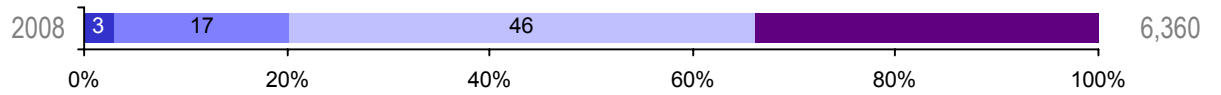
t **new in 2007** preparing them to teach reading including phonics and comprehension.  
(primary NQTs only)



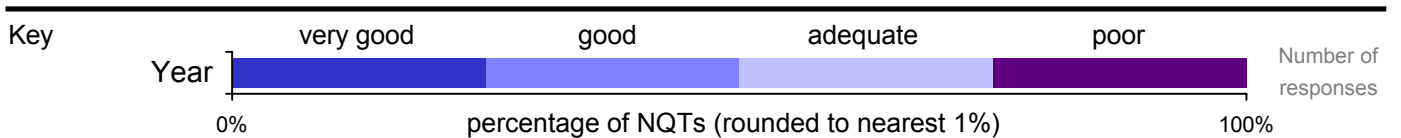
Z score = -6.1506

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

u **new in 2008** preparing them to work in an extended school.



Please note that, in 2007, Q2t read: '... preparing them to teach reading using phonics'.

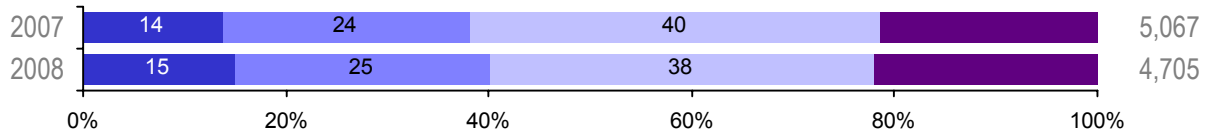


Reference: 2008 / 102 / 5

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

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

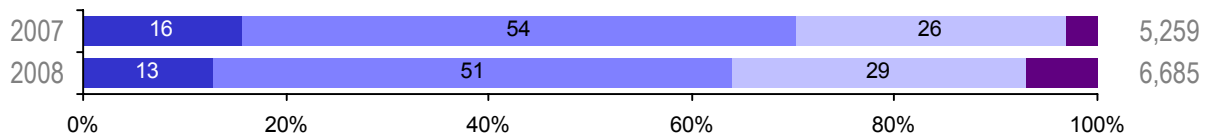
a **new in 2004** the foundation stage. (foundation and primary NQTs only)



Z score = -2.0497

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

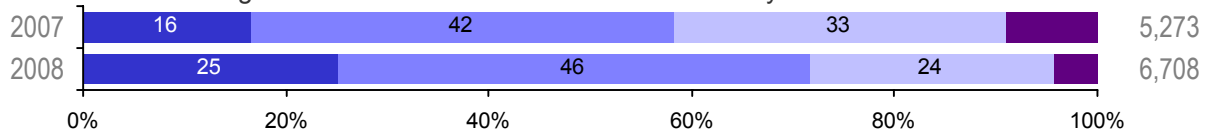
b i **new in 2006** the primary national strategy overall. (foundation and primary NQTs only)



Z score = 7.3062

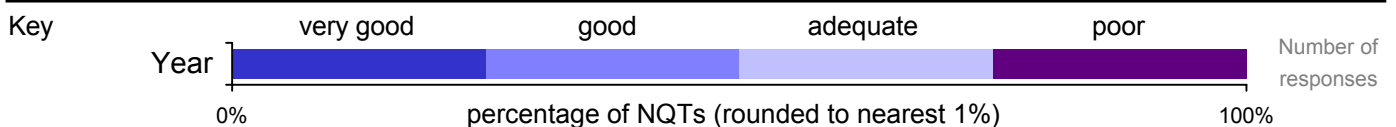
At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



Z score = -15.4123

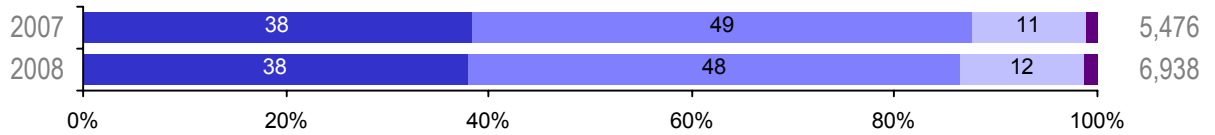
At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.



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

Q 1 How NQTs rated:

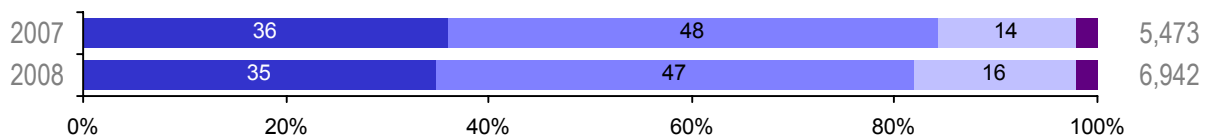
a the overall quality of their training.



Z score = 1.9791

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

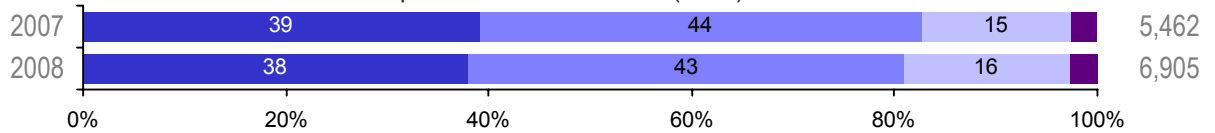
b the overall quality of assessment and feedback they received during their training.



Z score = 3.4039

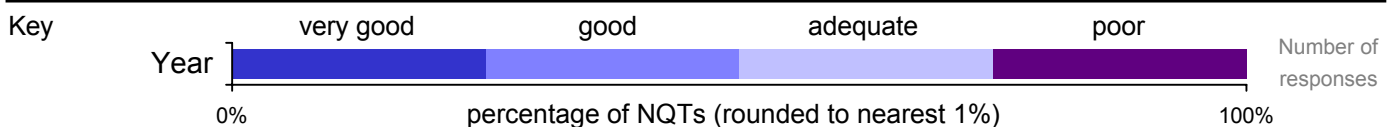
At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



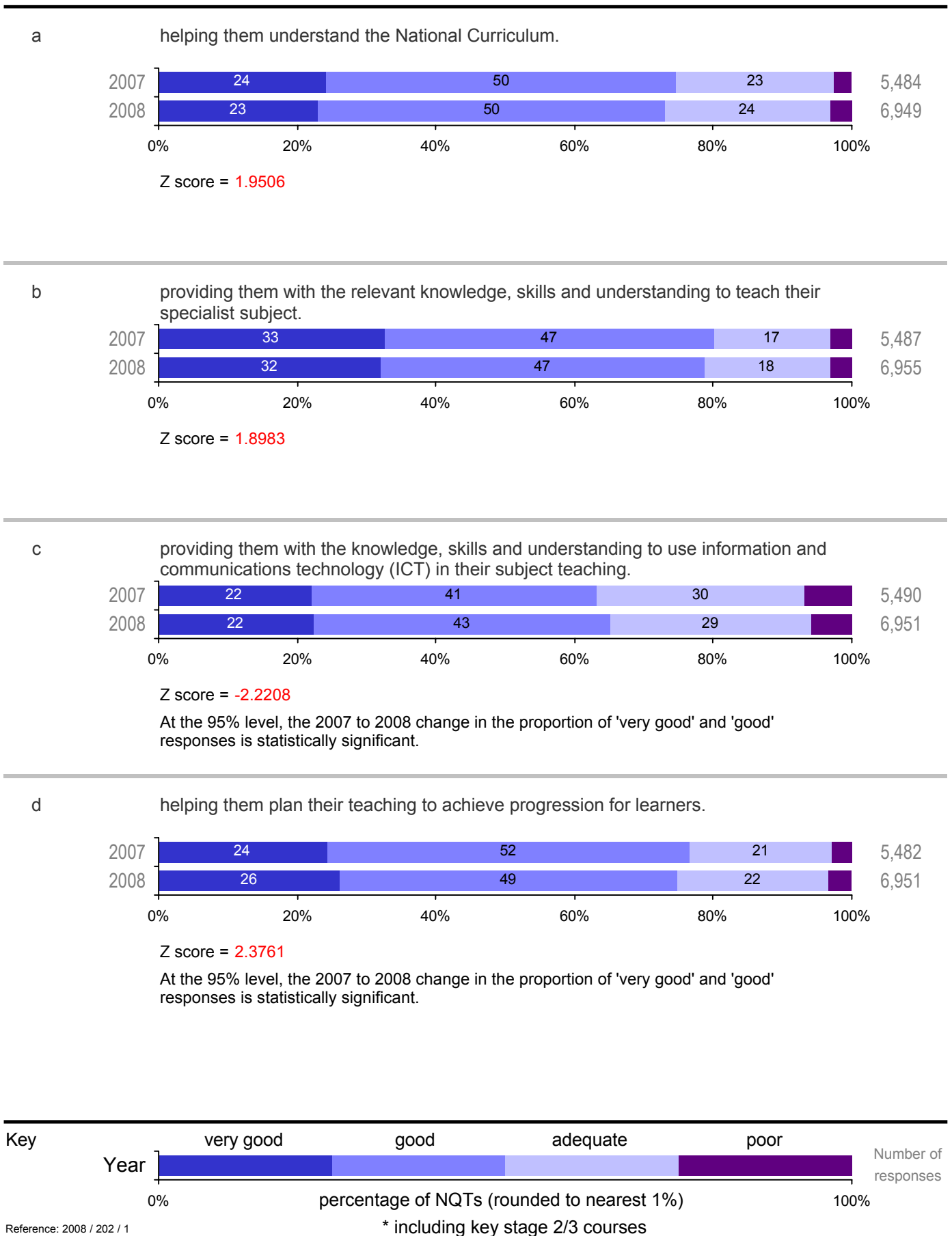
Z score = 2.7992

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

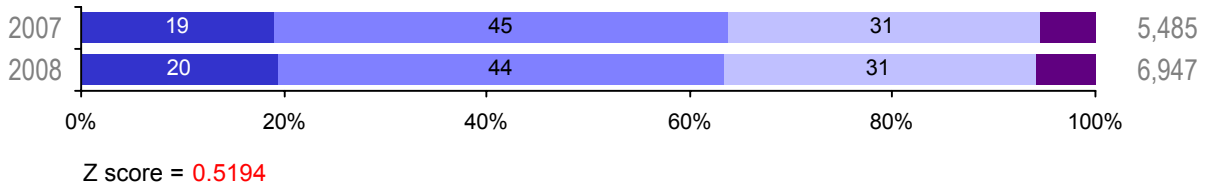


**Figure 202 The newly qualified teacher survey**  
**Secondary \* courses.**

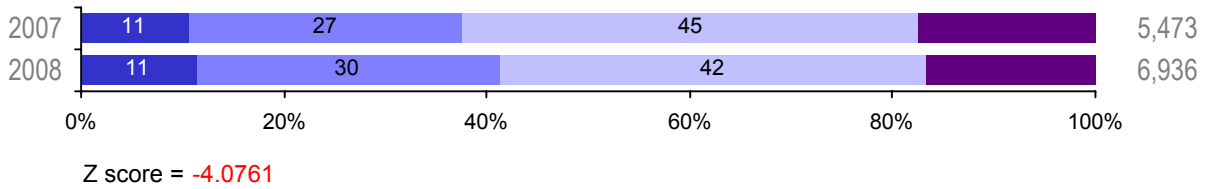
Q 2 How NQTs rated their training in:



e preparing them to teach learners of different abilities.

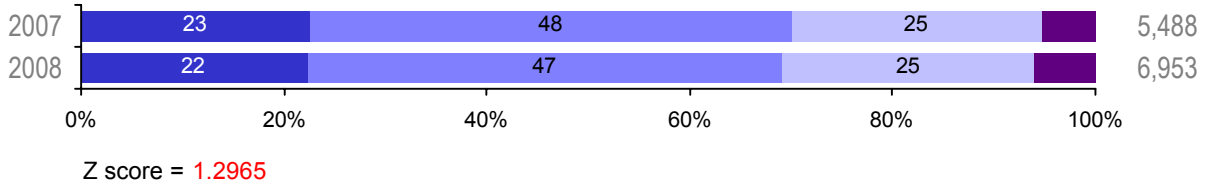


f preparing them to teach learners from minority ethnic backgrounds.

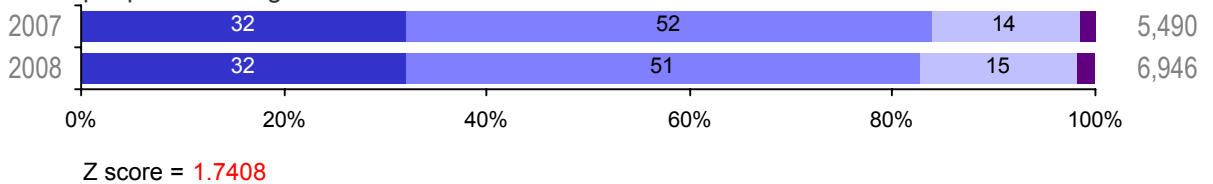


At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

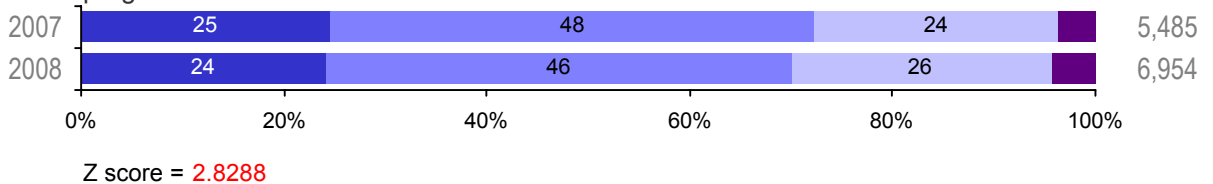
g helping them to establish and maintain a good standard of behaviour in the classroom.



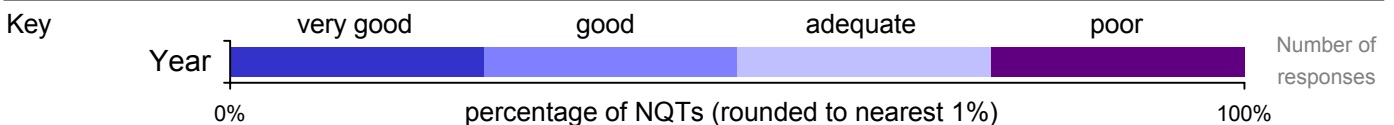
h helping them use a range of teaching methods that promote children's and young people's learning.



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

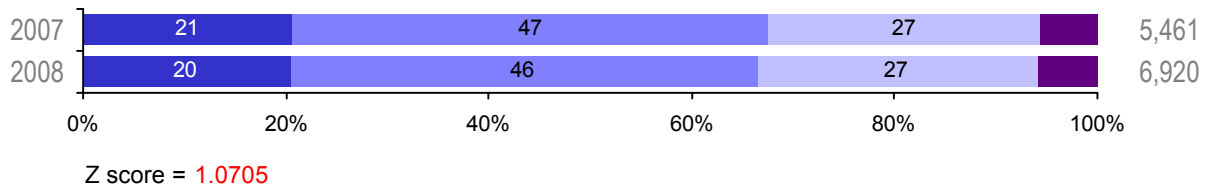


At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

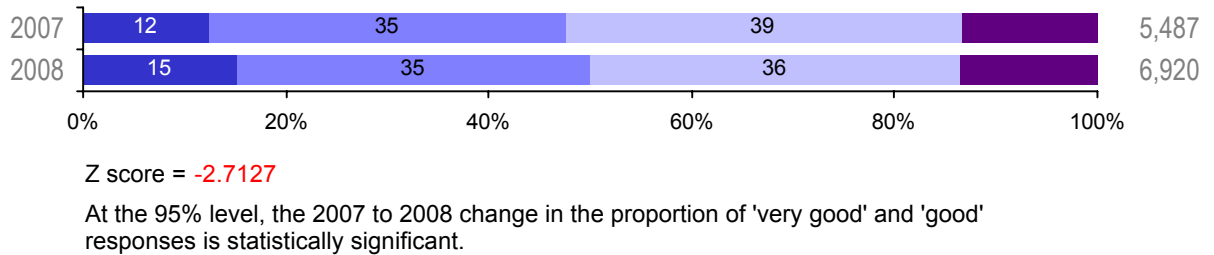




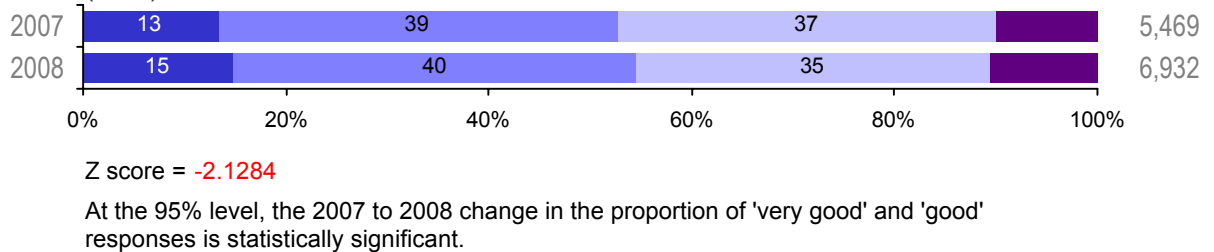
j **new in 2006** preparing them to begin their statutory induction period.



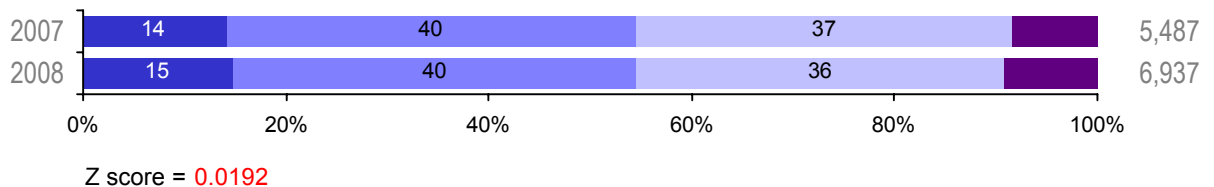
k **new in 2006** preparing them to use the career entry and development profile (CEDP).



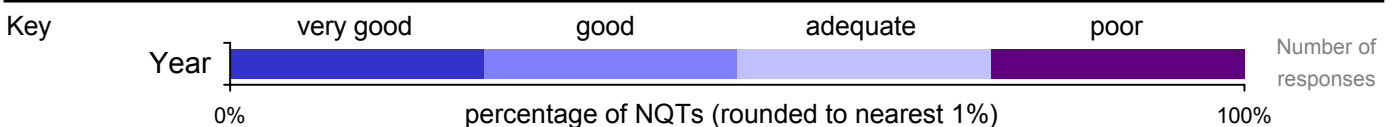
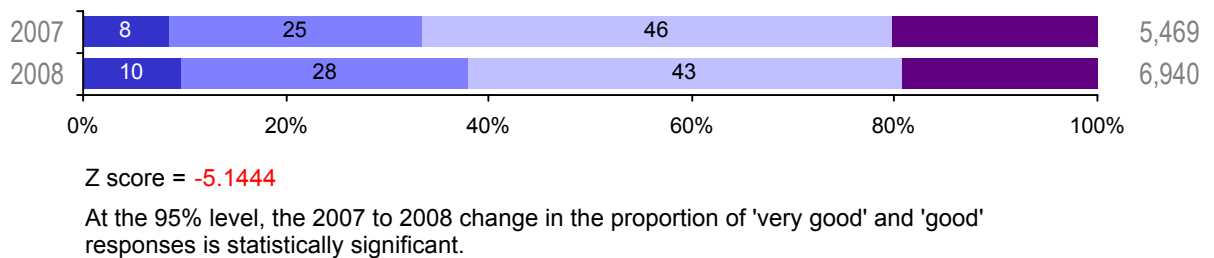
l preparing them to share responsibility for their continuing professional development (CPD).



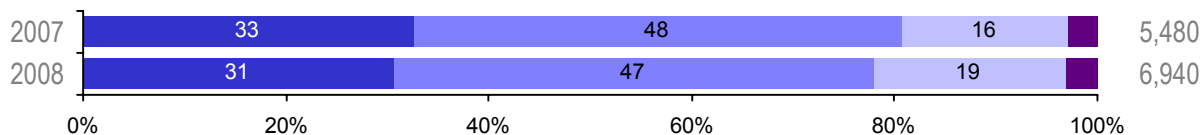
m preparing them to work with learners with special educational needs.



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



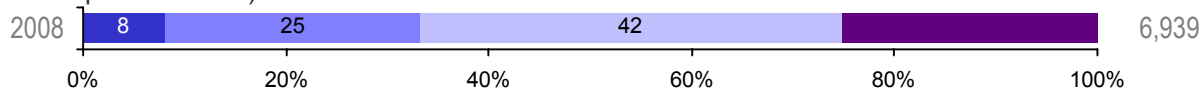
o **new in 2005** preparing them to work with teaching colleagues as part of a team.



Z score = 3.7770

At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



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



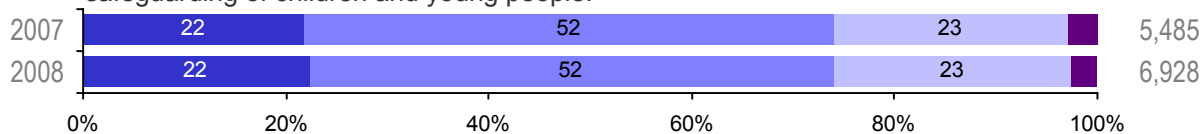
Z score = -1.1899

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

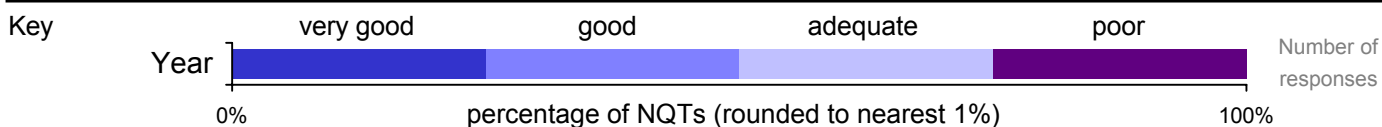


Z score = 0.4486

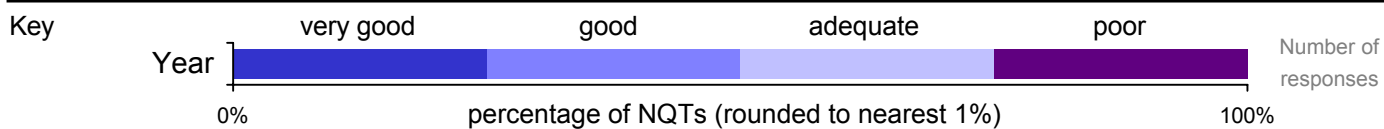
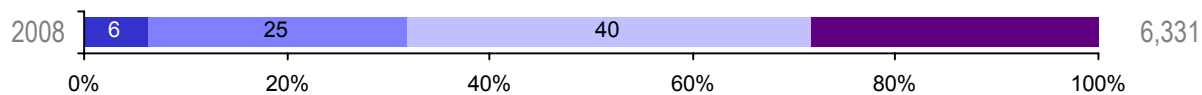
s **new in 2004** preparing them for their teacher's statutory responsibility for the welfare and safeguarding of children and young people.



Z score = 0.0077



u **new in 2008** preparing them to work in an extended school.



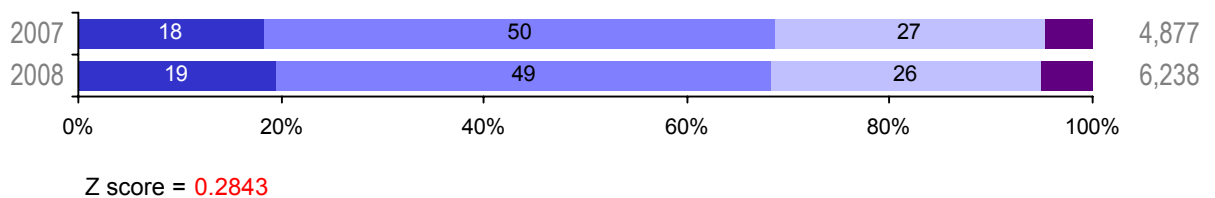
Reference: 2008 / 202 / 5

\* including key stage 2/3 courses

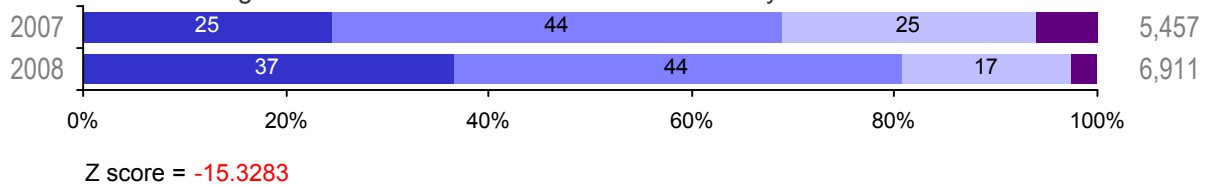
**Figure 202 The newly qualified teacher survey**  
**Secondary \* courses.**

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

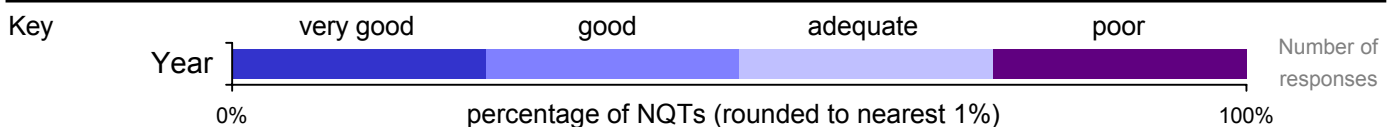
c i **new in 2006** the secondary national strategy overall. (key stage 2/3 and secondary NQTs only)



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



At the 95% level, the 2007 to 2008 change in the proportion of 'very good' and 'good' responses is statistically significant.



## Appendix 3

### List of abbreviations and acronyms

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

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