



## NQT Quality improvement study

### **4.1 Getting into teaching**

#### **4.1.1 ITT Providers**

There were no data available on ITT providers from the telephone interviews or survey, and limited data from the SLT members and NQTs from the case study schools. A summary of the findings is presented below.

The majority of schools were in partnership with one institution or a group of institutions with established links and contacts. Schools used local institutions and providers for placements and recruitment. In total, 21 schools commented on local ITT providers they use. Twelve of the 21 schools were secondary schools and all commented on how they tend to get NQTs from one particular local institution or a group of institutions local to the area when recruiting NQTs. Reasons for this included: being able to ask the university directly about an individual NQT; knowing the NQTs because they had been on placement in the school; and awareness of ITT particular courses and structures. Two of the 12 secondary schools stated that, although they use local ITT providers, they do not have a preference. In total, seven primary schools commented on ITT providers they partnered, however, unlike secondary schools the majority of these tend to be one specific institution rather than a group of local institutions. Independent schools (two) were very specific about the providers they used and reasons why. For example, one independent school used their local ITT provider and a prestigious non-local university because of the standard and competitiveness of the PGCE course at both institutions.

#### **4.1.2 ITT Routes**

##### **Overall**

Over half (55.5%) of the survey respondents stated they had 1 or 2 NQTs. Almost a fifth (19.9%) had no NQTs at the time the survey was distributed<sup>1</sup>. Overall 24.6% had 3 or more NQTs in school. SLT responses indicated that the PGCE is the most common and preferred route when employing NQTs (Table 10 below). Almost two thirds of NQTs responding to the survey did their initial teacher training via the PGCE route; over a fifth completed an undergraduate teaching course (Table 11 below). These findings are consistent with the 'environment map' survey from part 1 of this study.

---

<sup>1</sup> Note that it is likely also that many non-respondents also had no NQTs, but we have no way of knowing how many. We intend to modify our methodology to take this into account in the next stages of the study.



## NQT Quality improvement study

**Table 10 Most common and preferred routes all survey respondents (SLT Responses)**

Route	Most Common Route	Preferred Route
	Total %	Total %
PGCE	53.5	38.8
PGCE & Undergraduate	13.5	11.4
Undergraduate	12.4	25.0
PGCE & Employment Based Routes	9.8	8.5
Employment Based Routes	4.6	7.8
PGCE, Undergraduate & Employment Based Routes	4.2	3.6
Undergraduate & Employment Based Routes	1.5	3.3
Other	0.4	1.6
<b>Total n</b>	<b>734</b>	<b>577</b>

**Table 11 ITT Route taken - survey respondents (NQT Responses)**

	Total %
PGCE	62.9
Undergraduate teaching course e.g. BA, BSc	21.3
Employment base route e.g. GTP RTP	14.5
Other	1.3
<b>Total n</b>	<b>465</b>

In addition to the survey data, large amounts of data were collected from the telephone interviews and case studies on ITT routes including preferred route and differences between routes. Data from the telephone interviews shows that, for this sample, employment-based routes were more popular than for the overall survey sample, although the broader picture of the PGCE route being most popular was the same (see Table 12 below).

**Table 12 NQTs ITT Routes into Teaching - Telephone Interviews (SLT Responses)**

Type	All NQTs	Mature NQTs	Young NQTs
	Total %	Total %	Total %
PGCE (Full time)	47	43	48
Employment Based	30	33	29
Undergraduate	14	14	14
OTTP	7	8	7
PGCE (Part time)	2	2	2
<b>Total n</b>	<b>100 (250n)</b>	<b>100 (250n)</b>	<b>100 (250n)</b>

### Differences between school types

Table 13 and 14 below suggests that the sample of majority of SLTs responding to the survey from secondary schools recruit and prefer NQTs from the PGCE route followed by employment based routes. Over two thirds of primary SLTs recruit from the PGCE route although almost half stated they prefer the undergraduate teaching routes. These findings are consistent with the 'environment map' survey.



## NQT Quality improvement study

**Table 13 Most common route by school type - Survey Responses (SLT Responses)**

	PGCE	Undergrad teaching route	Emp based route	Total
	Total %	Total %	Total %	n
Primary	68.5	24.9	6.6	349
Secondary	96.0	0.0	4.0	124
Other	77.8	8.9	13.3	45

**Table 14 Preferred route by school type - Survey Responses (SLT Responses)**

	PGCE	Undergrad teaching route	Emp based route	Total
	Total %	Total %	Total %	n
Primary	43.3	48.1	8.7	289
Secondary	83.5	0.0	16.5	91
Other	69.7	15.2	15.2	33

Turning to the qualitative data, none of the 21 case study secondary schools said that intake was restricted to only one route, though most only made comparisons between the PGCE and employment based routes (EBRs). Seventeen secondary schools reported that PGCE was either the most common route or that intake was as likely to be from each of these two routes; seven indicated that EBRs such as GTP (or variants such as overseas TPs for MFL teachers) were the most common routes or that intake was equally from PGCE and EBRs. When it came to expressing preference for one route or none, eleven of the 21 schools expressed no preference; five expressed a preference for PGCE (of which four cited PGCE as most common route); four expressed a preference for the EBRs (of which only one cited GTP as its most common route). Few mentioned undergraduate or supply routes in either context (see Table 15 below). This picture was, of course, broadly consistent with the survey sample as outlined above.

**Table 15 Most common and preferred routes by case study secondary schools (1 in more than one column indicated roughly equal intake)**

Route	Most Common Route	Preferred Route
	Total	Total
PGCE	21	5
EBRs	11	4
Undergraduate	2	0
No Preference	N/A	4

## NQT Quality improvement study

Secondary SLT members in the qualitative sample gave several reasons for choosing and preferring a particular route when employing NQTs. For example, the majority of secondary SLT members who preferred the PGCE over the EBRs gave the following reasons:-

- EBRs stressful and pressurised;
- PGCE more strategy and theory based;
- PGCE good because it is shorter than other routes;
- PGCE trainees get a better understanding of the profession.

In contrast, secondary schools that employ EBR NQTs over other routes did so because they felt that EBR NQTs:-

- gain good experience;
- show commitment;
- are hard working;
- build up a significant amount of confidence.

Undergraduate routes are less popular with secondary schools' SLT members, and no comments were made via the case study interviews regarding this route. Amongst the 20 case study primary schools, respondents were more likely (than secondary schools) to state that they did not consider applicants from the EBRs: 19 of the schools employed NQTs from the PGCE and 18 from the Undergraduate (BA, B.Ed) route compared to only ten that reported employing NQTs via the EBRs. When it came to expressing preferences, five each favoured PGCE and Undergraduate routes; eight schools did not express a preference and two preferred the EBRs. Analysis of preference by route reveals that where NQTs are employed from all three routes (five schools), two each preferred both the EBR and Undergraduate routes and one the PGCE route. Where PGCE and Undergraduate were the two routes employed from (four schools), preferences were evenly split at two for each route (see Table 16 below).

**Table 16 Most common and preferred routes by case study primary schools (1 in more than one column indicated roughly equal intake)**

Route	Most Common Route	Preferred Route
	Total	Total
PGCE	19	5
GTP	10	2
Undergraduate	19	5
No Preference	N/A	8

Overall, primary SLT members employed and preferred NQTs from the PGCE or Undergraduate route. In many cases members of the SLT commented that they prefer the Undergraduate route but the PGCE is becoming increasingly popular. Reasons for preferring the Undergraduate route:-

- ITT trainees gain a better understanding of children's learning;
- covers SEN in much more detail than the PGCE;
- trainees experience longer teaching placements;

## NQT Quality improvement study

- deeper knowledge and awareness.

The EBRs are less common amongst the primary case study schools, although two schools preferred the EBRs because they viewed this route as the hardest route which is better for mature trainees due to the financial aspect.

All three independent case study schools employed NQTs from the PGCE route, two from the EBRs. Two schools had no preference regarding route, one preferred PGCE. All independent schools rated their NQTs from the PGCE route very highly, particularly from specific universities i.e. Oxford, Cambridge and Exeter. Although two schools did employ NQTs from the EBRs, one of these schools commented on how disappointing the route is because it is much less organised than the PGCE route.

All four Special case study schools employed NQTs from the EBRs, three from PGCE and three from Undergraduate. Three schools had no preference for a particular route; one school preferred the EBRs. Three out of the four Special School SLT members did not specify a particular preference for a specific route because the majority of NQTs train in mainstream education and do not specifically have SEN training / experience. One school commented on the advantages of the EBRs stating that *"the advantage of the GTP is that when you have a member of staff that you think has potential you can identify this and encourage them....another advantage of the GTP route is that they NQT has good knowledge of the special school context and is better placed to teach a class"* (Special School SLT member).

In total, 45 responses were received by NQTs on the ITT route they had taken. Consistent with the telephone interview data, the PGCE was the most common route taken by NQTs (32) followed by Undergraduate routes (ten) - see Table 17. Reasons given for choosing a specific route varied, although for primary and secondary NQTs the main reasons for choosing the PGCE was because they had already completed a three year degree, the route was quicker and more academic. Two NQTs from independent schools chose the PGCE route because they wanted to train at a reputable institution and liked the idea of undertaking placements alongside academic work, unlike GTP trainees who are expected to go straight into the classroom. One NQT working in an Special School had completed the GTP route having previously been employed as a teaching assistant in the school and wanted to continue with a 'hands on' role within the school.

**Table 17 ITT Routes into Teaching - Case Studies (NQT Responses)**

Type	Primary	Secondary	Independent	Special School
	Total	Total	Total	Total
PGCE	12	15	3	2
GTP	0	1	0	1
Undergraduate	7	2	0	1
SCITT	0	1	0	0
<b>Total</b>	<b>19</b>	<b>19</b>	<b>3</b>	<b>4</b>

## NQT Quality improvement study

### Other differences

In table 18 below although the differences are not great, there are indications that survey schools in the most deprived areas are slightly more likely to recruit NQTs from employment based routes and undergraduate teaching routes.

**Table 18 Most common route by FSM - Survey Responses (SLT Responses)**

	PGCE	Undergrad teaching route	Emp based route	Total
	%	%	%	n
<b>Least deprived</b>	54.8	33.3	11.8	<b>93</b>
<b>Lower middle</b>	56.1	35.5	8.4	<b>107</b>
<b>Upper middle</b>	57.1	30.6	12.2	<b>98</b>
<b>Most deprived</b>	49.0	38.2	12.7	<b>102</b>

### 4.1.3 Previous Experience / Supply

In total, almost a third of the respondents from the SLT telephone interviews indicated that their current or previous NQTs were known to the school (this was not covered in the survey). The majority (24%) were known via a previous school based placement whilst undertaking initial teacher training (see Table 19 below).

**Table 19 NQTs known to School - Telephone Interviews (SLT Responses)**

Type	Total %
On school based placement	24
Teaching assistant	5
Supply	1
Not known to school	70
<b>Total</b>	<b>100 (250n)</b>

SLT responses from the case study interviews mainly focused on supply work NQTs had previously done either in their school or another school. In total, 17 schools commented on previous experience of NQTs and or supply work. Three out of the five primary schools would not take NQTs with previous supply work experience, questioning why such NQTs had not got permanent posts after completing ITT; one school noted that they "have had applications from NQTs with supply experience but these applicants do not make the shortlists as an applicant in this position would raise questions as to why they had not gone straight onto their NQT year" (Primary SLT member). One school commented that they would only use supply for maternity or sick leave and the remaining schools were happy to take NQTs who have done supply with them. Our environment mapping study (Part 1 of this research) also found resistance to the recruitment of NQTs that had experience as supply teachers.



## NQT Quality improvement study

Unlike primary schools, secondary schools (ten responses) were more positive towards NQTs who had previous experience either via a placement in the school or supply in any school. Five schools preferred NQTs to have gained some supply or placement experience in the school prior to starting their NQT year and one secondary school commented on how supply can 'sharpen them up a bit' as NQTs have to learn to cope under pressure in different environments. In contrast, one secondary school SLT member commented on how they would not use NQTs who had previous experience of supply work and view these NQTs as suspicious "*the school does not use supply NQTs and we are very suspicious of NQTs applying for supply work or NQT posts as it infers that they have not been successful at previous interviews*" (Secondary SLT member). Three secondary school SLT members commented that they have used NQTs with previous supply experience or as supply teachers; however they are reluctant to do: "*In the past I have recruited NQTs who have done supply work before their NQT year, but this is not a common occurrence. There is a feeling that they might perhaps not be as committed to the job*" (Secondary SLT member). One independent school and one Special school were happy to use supply and have appointed NQTs with previous supply experience either in the school or from elsewhere.

Surprisingly, only special and primary school NQTs commented on previous experience they had gained. In total three NQTs from special schools had previous experience in the school prior to starting their NQT year. For example, one NQT previously had a daughter who attended the school, one NQT worked as a teaching assistant and the other did voluntary work. Two special school NQTs have previously done supply work. Primary school NQTs (five) commented on previous experience/supply. One NQT had previously been a teaching assistant within the school and three NQTs did supply work after completing their ITT whilst looking for a permanent NQT post.

### 4.1.4 Summary

- The majority of schools that commented were in partnership with local ITT providers and many commented on how they had well established links and contacts with good working relationships. Secondary schools were more likely to be linked with several institutions than were primary schools.
- The data - both qualitative and quantitative - supports the findings from the environment map that illustrates that the PGCE seems to be the most popular route for many SLT and NQT interviewees. Primary schools seem to prefer the undergraduate route and PGCE route and secondary schools the employment based routes and PGCE as a route into the profession.
- A third of SLT members who took part in the telephone interviews indicated that their current or previous NQTs were known to the school prior to starting their NQT year; this may be because the NQT had previously undertaken a placement at the school, was employed as a teaching assistant or had previously done supply work at the school.