

## NQT Quality improvement study

### 5.4 The recruitment of NQTs

#### 5.4.1 Recruitment: overview

SLT members were asked to rate three items that the pre-pilot had suggested presented difficulties in recruiting NQTs. The ratings given (see Table 48) indicated that these are less problematic than the pre-pilot had suggested, with less than 8% of respondents indicating that the staff available to engage in recruitment created a problem for them. A greater proportion (13.2%) indicated that pressure to recruit on a temporary basis was problematic. There do, however, seem to be somewhat different problems for primary and secondary schools, since lack of administrative support for the recruitment process seemed to be a greater issue for primary schools (Table 49), as did having to recruit staff on a temporary basis. Written comments offered by SLT respondents are given below the tables and may be more indicative of the issues faced. Further breakdowns by other variables, for example by region, are not provided as no particular difference were noted (for an example see Appendix 1 Table 5 for the information on independent and non-independent schools).

**Table 48 Problems in recruiting NQTs: SLT responses**

	Yes	Total
	%	n
Number of teaching staff able to engage in recruitment process	7.7	666
Administrative support for the recruitment process	6.4	660
Pressure to recruit temporary rather than permanent posts	13.2	659
Other (please specify)	28.0	50

**Table 49 Problems in recruiting NQTs by type of school: SLT responses**

	Yes		Total	
	Pri	Sec	Pri	Sec
	%	%	n	n
Number of teaching staff able to engage in recruitment process	7.7	7.2	469	180
Administrative support for the recruitment process	8.0	2.7	462	182
Pressure to recruit temporary rather than permanent posts	15.6	7.7	462	181

#### **Comments by SLT members: what helps/hinders in recruitment processes in being able to recruit good quality NQTs**

Budgetary constraints may impact on recruitment, particularly in smaller schools. Respondents here referred to an item specified in Tables 48 and 49 above: inability to offer permanent contracts, with temporary and fixed-term posts deterring the best candidates. Other costs that may deter SLTs from recruiting NQTs are related not to the recruitment process but to costs in supporting NQTs once employed: time out of the classroom and time for mentoring. The following further issues, mentioned by SLT respondents, had not been specified in the questionnaire.

Timing of the recruitment process is a major issue. The earlier in the year that schools can advertise posts, the better the field of NQTs, although there is some concern that recruiting



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too early in the year means that PGCE students have had little teaching practice or experience on their courses, and it can be harder to make judgements about them. If schools are unable to recruit early enough, the field of applicants is much smaller and of less quality. Late spring and summer are the worst times of year to recruit.

Some schools experience problems in NQTs applying for many jobs and accepting but then, later, rejecting posts.

The volume of applicants can be problematic: the cost of producing and sending out application packs (some schools now use online methods); answering queries and guiding candidates around school; the time required for short-listing and time for interviewing. In some schools, supportive governors help with this (although Table 103 suggests that usually governors are not involved in recruitment or induction).

Comments indicated that a school working closely with ITT providers helps in recruiting good quality NQTs. Schools in partnerships with ITT providers receive many applications from NQTs from those providers, and SLT members are able to talk informally to tutors about applicants.

The nature of the school impacts on recruitment. There are challenges for schools with particular needs, such as those in deprived communities or in special measures and schools under threat of closure. The reverse is the case for schools with good local reputations and good results, and where schools are known to be very supportive of staff and to provide CPD. Faith schools can struggle to attract applicants, especially if staff are required to hold a certain faith: even where there is no such requirement faith schools can be off-putting for candidates. Candidates may be deterred by the lack of opportunities for progression that small schools can offer. Respondents' comments indicate that some independent schools have fewer means of promoting their vacancies (see Table 65 below indicating the proportions of schools advertising via the local authority) and see advertising as expensive. Other concerns from independent schools include that they are unable to offer high salaries and that NQTs may be unaware that they can complete the NQT year in the independent sector (however, the quantitative information provided by SLT respondents from independent schools suggests that they do attract good quality NQTs).

The geographical location of schools can be an issue. Comments indicate that schools in rural areas may have a shortage of candidates, particularly younger NQTs who may not want a rural lifestyle. Schools close to the London boundary receive fewer applicants as they are unable to offer inner and outer-London allowances. Lack of affordable housing is problematic in some areas (the South-East in particular), as is the cost of living. Some respondents feel the general reputation of their area deters NQTs (e.g. new towns).

There can sometimes be problems in recruiting for subject specialisms, with maths, science, modern foreign languages and English mentioned.

Respondents experience problems with the references for NQTs they receive from ITT providers. They feel that these do not give adequate descriptions of individuals, focussing instead on the course programme followed. Such references also frequently take a long time

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to come through, delaying the process. Some prefer to have references from placement schools and see them as carrying more weight than ITT provider references.

There were many positive comments regarding local 'pool' systems as these ease the process and the burden of recruitment for schools, although these must be well managed and kept up to date. There were positive mentions of pools in Oldham, Richmond, Blackburn, Luton and the Black Country.

### **Comments by SLT members: on the length of time taken to recruit NQTs to the most difficult to fill posts**

The majority of respondents stated that there were no problems or that this issue was not applicable to them and in general the length of time taken to recruit for 'difficult to fill' posts seems to be the same as for any post. Where there is a problem, schools may use agencies to fill the post on a supply basis and the supply person may be subsequently recruited, they may look outside the specialist subject area or they may contact ITT providers for recommendations and referrals.

### **Data from the surveys**

Although the written comments above by SLT and NQT respondents suggest there are large numbers of applications, the data from the NQT survey do not support this. The majority of NQT respondents (77.2%) had applied for fewer than 10 jobs (Table 50). Those from employment-based routes applied for even fewer jobs (93.9% applied for less than 10, Table 51) than the overall figures suggest. Those from undergraduate courses have applied for the most jobs, but even there 69% had applied for less than 10.

**Table 50 Numbers of posts applied for by NQTs: NQT responses**

	Less than 10	11-20	21-30	31-40	Over 41	Total
How many posts did you apply for?	77.2	14.1	4.2	1.9	2.7	263

**Table 51 Number of posts applied for by NQTs by route taken: NQT responses**

	FT PGCE	PT PGCE	UG Teaching	Emp based
	%	%	%	%
Less than 10	76.5	76.9	69.0	93.9
11-20	16.3	15.4	13.8	6.1
21-30	3.3	7.7	6.9	0.0
31-40	2.0	0.0	3.4	0.0
Over 41	2.0	0.0	6.9	0.0
<b>Total n</b>	<b>153</b>	<b>13</b>	<b>58</b>	<b>33</b>

Table 52 provides more data that suggest that the scale of the recruitment activity for NQTs was relatively modest, with most going to fewer than 5 interviews. In Appendix 1 Table 8 indicates that the pattern for interviews by route is similar to that of applications by route, i.e.

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those from the employment-based route had fewest interviews before getting a job and those from undergraduate teaching courses the most. Note that the indications are from the written comments that many from the employment-based routes stay in the schools in which they trained. In Appendix 1, Table 9 shows that most NQTs received a job offer from less than 10 applications.

**Table 52 Numbers of interviews to which NQTs were invited and which they attended: NQT responses**

	None	1-2	3-5	6-10	Over 10	Total
	%	%	%	%	%	n
How many interviews were you invited to?	1.5	58.9	31.7	6.8	1.1	<b>265</b>
How many interviews did you attend?	1.9	70.7	24.1	3.0	0.4	<b>266</b>
How many job offers did you receive?	5.3	92.1	2.6	0.0	0.0	<b>266</b>

### 5.4.2 Recruitment by key stages or by subject specialism

#### Primary Schools

Table 53 indicates that fewer NQTs had been recruited for the Foundation stage than for Key Stages 1 and 2 since September 2005 (as at Spring 2008). Almost half the NQT respondents (Table 54) had not been trained in any subject specialism and small numbers had been trained in each specialism identified, with literacy having the largest (although small) numbers.

**Table 53 Have you employed NQTs in the following stages since September 2005: SLT responses**

	Yes	Total
	%	n
Foundation stage	47.0	<b>370</b>
Key Stage 1	70.1	<b>394</b>
Key Stage 2	73.9	<b>360</b>

**Table 54 Specialism in which NQT respondents teaching foundation or key stage 1&2 were trained: NQT responses**

	%	Total n
No subject specialism	44.3	66
Art	5.4	8
Geography	6.0	9
History	2.7	4
ICT	3.4	5
Literacy	8.1	12
Music	3.4	5
Numeracy	5.4	8
PE	2.0	3
Science Combined/General Science	3.4	5
Other	16.1	24
<b>Total</b>	<b>100.0</b>	<b>149</b>

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Table 55 indicates that SLT respondents did not experience many difficulties in recruitment for Foundation or Key Stages 1 and 2 (KS1, KS2), with KS2 presenting the least difficulties.

**Table 55 Difficulties in recruiting NQTS in foundation or key stage 1&2 since September 2005: SLT responses**

	Very difficult	2	3	4	Not difficult	Total
	%	%	%	%	%	n
Foundation stage	4.2	9.1	13.3	21.2	52.1	<b>165</b>
Key Stage 1	1.1	5.6	13.2	25.2	54.9	<b>266</b>
Key Stage 2	3.5	7.8	12.8	15.5	60.5	<b>258</b>

For Foundation posts, fewer written applications per post were received than for KS1 or KS2 posts (Table 56 below), i.e. there were more %s in the categories indicating lower numbers of applications. There were more applications for KS2, and Table 56 above shows that SLT respondents considered there to be the least difficulties in recruiting for this. Table 57 shows that the most usual number of interviews carried out by schools for a post is 3-5 for Foundation and KS1 and KS2.

**Table 56 Number of written applications for suitable vacancies for NQTS: SLT responses**

	Number of written applications					Total n
	0-5	6-10	11-20	21-50	Over 50	
	%	%	%	%	%	
Foundation stage	36.8	24.9	15.8	12.6	9.9	<b>253</b>
KS1	23.9	27.3	18.7	18.7	11.3	<b>326</b>
KS2	27.0	20.5	21.1	18.6	12.7	<b>322</b>

**Table 57 Number interviewed for vacancies suitable for NQTS: SLT responses**

	None	1-2	3-5	6+	Total
	%	%	%	%	n
Foundation stage- number interviewed	5.3	25.1	63.0	6.6	<b>243</b>
KS1 - number interviewed	1.9	20.9	68.0	9.2	<b>316</b>
KS2 - number interviewed	1.9	19.3	69.9	8.9	<b>316</b>

### Secondary schools

Table 58 gives an indication of the subjects most likely to be taught by NQTS who were trained in that subject (art and design, design and technology, English, ICT, maths, general science), those where they are likely to be taught by an NQT trained in another subject (citizenship, PSHE) and those where there is a possibility that they might be taught by somebody not trained in the subject (physics, chemistry, biology, RE). Table 59 shows the numbers of NQTS responding by their teaching specialism and the specialism they were trained in. Numbers here in each subject are very small but the table does give a sense of

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the subjects that might not be taught by those trained in them (note that of the 4 teaching physics, 1 was trained in this subject).

**Table 58 Subjects taught by NQTs in the schools of responding SLTs employing NQTs training in the subject of the post: SLT responses**

Subject	Trained in the subject of the post	
	Yes	Total
	%	n
No subject spec	32.3	31
Art and design	90.4	104
Citizenship	48.8	43
Design and Technology	92.2	102
PSHE	36.4	33
English	97.4	153
Geography	87.6	97
History	87.3	110
ICT	91.6	107
Mathematics	99.3	144
French	96.0	50
German	93.3	15
Spanish	100.0	35
Spanish/French	100.0	19
Music	82.1	78
PE	97.0	133
Religious Education	81.9	83
Science combined/General science	95.5	133
Biology	82.0	61
Chemistry	81.4	59
Physics	75.0	52



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**Table 59 Specialism NQT respondents are teaching in secondary schools and those they were trained in: NQT responses**

	<i>Trained in the subject</i>	<i>Teaching the subject</i>
	<b>Total n</b>	<b>Total n</b>
No subject specialism	1	2
Art and design	5	5
Citizenship	1	1.0
Design and technology	7	7
English	15	17
Geography	10	9
History	4	5
ICT	2	2
Mathematics	5	5
Modern foreign language	9	9
Music	2	2
PE	10	10
Religious education	5	4
Science Combined/General Science	10	7
Chemistry	2	1
Biology	2	3
Physics	1	4
Other	13	12
<b>Total</b>	<b>104</b>	<b>104</b>

Table 60 gives SLT respondents' views of the levels of difficulty in recruiting for the different subject areas in secondary schools. Physics is by far the most difficult subject area, followed by chemistry, ICT and maths. History seems to be the least difficult, followed by art and design.



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**Table 60 Level of difficulty in recruiting NQTs, by secondary subject areas: SLT responses**

	<b>Very Difficult</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Not difficult</b>	<b>Total</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>n</b>
No subject spec	0.0	0.0	27.3	27.3	45.5	<b>11</b>
Art and design	2.5	7.6	19.0	29.1	41.8	<b>79</b>
Citizenship	4.3	13.0	21.7	21.7	39.1	<b>23</b>
Design and Technology	13.8	20.0	18.8	21.3	26.3	<b>80</b>
PSHE	8.3	16.7	25.0	16.7	33.3	<b>12</b>
English	9.3	17.8	21.7	14.7	36.4	<b>129</b>
Geography	1.3	7.8	22.1	29.9	39.0	<b>77</b>
History	0.0	4.9	16.0	27.2	51.9	<b>81</b>
ICT	30.1	18.1	16.9	18.1	16.9	<b>83</b>
Mathematics	29.5	24.0	20.2	14.7	11.6	<b>129</b>
Music	3.9	9.8	33.3	17.6	35.3	<b>51</b>
PE	0.9	6.6	17.0	26.4	49.1	<b>106</b>
Religious Education	8.5	16.9	25.4	25.4	23.7	<b>59</b>
Science combined/General science	19.3	24.8	20.2	18.3	17.4	<b>109</b>
Biology	12.8	15.4	17.9	30.8	23.1	<b>39</b>
Chemistry	23.8	31.0	11.9	21.4	11.9	<b>42</b>
Physics	45.9	29.7	8.1	13.5	2.7	<b>37</b>
French	7.7	7.7	28.2	35.9	20.5	<b>39</b>
German	15.4	15.4	38.5	15.4	15.4	<b>13</b>
Spanish	9.7	9.7	35.5	19.4	25.8	<b>31</b>
Spanish/French	0.0	17.6	35.3	29.4	17.6	<b>17</b>

SLT responses show that they estimated that they received the fewest applications for physics posts (Table 61). The subjects where there were most likely to be 21-50 applications were geography, history, English and PE. The numbers interviewed are fairly similar for most subjects (Table 62), although for physics fewer tend to be interviewed and this applies also to ICT, and more seem to be interviewed for history and English.



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**Table 61 Number of written applications for suitable vacancies for NQTs, by secondary subjects: SLT responses**

	Number of written applications					Total
	0-5	6-10	11-20	21-50	Over 50	
	%	%	%	%	%	n
No subject spec	87.5	12.5	0.0	0.0	0.0	<b>16</b>
Art and design	36.4	31.8	23.9	6.8	1.1	<b>88</b>
Citizenship	65.4	26.9	3.8	3.8	0.0	<b>26</b>
Design and Technology	54.7	22.1	20.9	2.3	0.0	<b>86</b>
PSHE	66.7	28.6	4.8	0.0	0.0	<b>21</b>
English	42.8	24.6	23.2	9.4	0.0	<b>138</b>
Geography	41.7	25.0	21.4	10.7	1.2	<b>84</b>
History	38.9	26.7	22.2	10.0	2.2	<b>90</b>
ICT	62.5	26.1	10.2	0.0	1.1	<b>88</b>
Mathematics	61.4	23.5	12.9	2.3	0.0	<b>132</b>
Music	58.7	23.8	15.9	1.6	0.0	<b>63</b>
PE	31.2	33.0	25.7	10.1	0.0	<b>109</b>
Religious Education	60.6	22.7	13.6	3.0	0.0	<b>66</b>
Science combined/General science	54.5	23.6	20.0	1.8	0.0	<b>110</b>
Biology	46.0	26.0	22.0	6.0	0.0	<b>50</b>
Chemistry	53.7	24.1	20.4	1.9	0.0	<b>54</b>
Physics	68.8	22.9	8.3	0.0	0.0	<b>48</b>
French	47.4	42.1	7.9	2.6	0.0	<b>38</b>
German	47.4	36.8	10.5	5.3	0.0	<b>19</b>
Spanish	44.0	40.0	12.0	4.0	0.0	<b>25</b>
Spanish/French	43.8	31.3	18.8	6.3	0.0	<b>16</b>



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**Table 62 Number interviewed for vacancies suitable for NQTs, by secondary subjects: SLT responses**

	None	1-2	3-5	6+	Total
	%	%	%	%	n
No subject spec	26.7	46.7	20.0	6.7	<b>15</b>
Art and design	4.5	31.3	59.7	4.5	<b>67</b>
Citizenship	20.0	45.0	35.0	0.0	<b>20</b>
Design and Technology	4.3	43.5	50.7	1.4	<b>69</b>
PSHE	25.0	40.0	35.0	0.0	<b>20</b>
English	0.8	30.3	59.7	9.2	<b>119</b>
Geography	4.4	29.4	61.8	4.4	<b>68</b>
History	5.3	20.0	72.0	2.7	<b>75</b>
ICT	5.4	43.2	50.0	1.4	<b>74</b>
Mathematics	1.8	41.2	51.8	5.3	<b>114</b>
Music	3.9	45.1	51.0	0.0	<b>51</b>
PE	1.1	16.1	75.3	7.5	<b>93</b>
Religious Education	8.6	39.7	50.0	1.7	<b>58</b>
Science combined/General science	3.2	36.2	57.4	3.2	<b>94</b>
Biology	8.7	30.4	58.7	2.2	<b>46</b>
Chemistry	10.4	37.5	47.9	4.2	<b>48</b>
Physics	19.0	35.7	45.2	0.0	<b>42</b>
French	0.0	45.7	54.3	0.0	<b>35</b>
German	0.0	27.8	72.2	0.0	<b>18</b>
Spanish	0.0	33.3	62.5	4.2	<b>24</b>
Spanish/French	0.0	38.5	61.5	0.0	<b>13</b>

Table 63 also suggests that the volume of applications made is not high no matter what the subject. The numbers of NQT respondents for each subject are quite small, with English (17) and PE (10) having the most. Although the numbers are very small, only those in English, PE and physics were invited to more than 6 interviews. Those in English seemed overall to have been most often invited to interview. In Appendix 1, Table 10 shows the job offers by subject, with most responses for all subjects falling within the 1-2 category. Because of the way the question was worded it is not known how many had 1 job offer and how many had 2.

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**Table 63 Numbers of posts applied for by NQTs, by secondary subjects: NQT responses**

Secondary: subject specialism	Number of posts applied for				Total n
	Less than 10	11-20	21-30	31-40	
No subject specialism	1.1	0.0	0.0	100.0	2
Art and design	5.5	0.0	0.0	0.0	5
Design and technology	6.6	12.5	0.0	0.0	7
English	17.6	12.5	0.0	0.0	17
Geography	8.8	12.5	0.0	0.0	9
History	4.4	12.5	0.0	0.0	5
ICT	2.2	0.0	0.0	0.0	2
Mathematics	5.5	0.0	0.0	0.0	5
Modern foreign language	8.8	0.0	0.0	0.0	8
Music	2.2	0.0	0.0	0.0	2
PE	8.8	12.5	100.0	0.0	10
Religious education	4.4	0.0	0.0	0.0	4
Science Combined/General Science	6.6	0.0	0.0	0.0	6
Chemistry	1.1	0.0	0.0	0.0	1
Biology	3.3	0.0	0.0	0.0	3
Physics	3.3	12.5	0.0	0.0	4
Other	9.9	25.0	0.0	0.0	11
<b>Total n</b>	<b>91</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>101</b>

**Table 64 Numbers of interviews invited to, by secondary subject: NQT responses**

Secondary: subject specialism	How many interviews were you invited to?					Total n
	0	1-2	3-5	6-10	Over 10	
No subject specialism	0.0	1.4	4.5	0.0	0.0	2
Art and design	0.0	5.7	4.5	0.0	0.0	5
Design and technology	0.0	7.1	9.1	0.0	0.0	7
English	0.0	14.3	22.7	20.0	50.0	17
Geography	50.0	8.6	4.5	0.0	50.0	9
History	0.0	4.3	9.1	0.0	0.0	5
ICT	0.0	2.9	0.0	0.0	0.0	2
Mathematics	0.0	7.1	0.0	0.0	0.0	5
Modern foreign language	0.0	10.0	4.5	0.0	0.0	8
Music	0.0	1.4	4.5	0.0	0.0	2
PE	0.0	8.6	4.5	60.0	0.0	10
Religious education	0.0	4.3	4.5	0.0	0.0	4
Science Combined/General Science	0.0	8.6	0.0	0.0	0.0	6
Chemistry	0.0	1.4	0.0	0.0	0.0	1
Biology	0.0	1.4	9.1	0.0	0.0	3
Physics	0.0	1.4	9.1	20.0	0.0	4
Other	50.0	11.4	9.1	0.0	0.0	11
<b>Total n</b>	<b>2</b>	<b>70</b>	<b>22</b>	<b>5</b>	<b>2</b>	<b>101</b>

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### 5.4.3 Recruitment methods

SLT respondents most commonly use local authority web sites and bulletins to advertise posts, followed by the TES and then by the local press. Table 65 indicates that the TES and local authority websites are the sources of advertisements for jobs most used by NQTs. There are, therefore, discrepancies between where advertisements are most commonly placed and where NQTs most commonly look for them. Table 66 shows the different practices of NQTs from different routes in using sources of advertisements.

**Table 65 How vacancies suitable for NQTs are advertised: SLT responses**

	How often these publications are used					Total
	Always	Usually	Sometimes	Rarely	Never	
	%	%	%	%	%	n
Local authority web site	66.3	14.5	7.0	3.9	8.3	<b>588</b>
Local authority bulletin	65.4	14.3	10.0	2.7	7.7	<b>601</b>
TES	30.3	16.4	14.4	11.7	27.2	<b>591</b>
Local press	24.3	14.5	28.4	10.4	22.4	<b>567</b>
National web site	14.2	5.5	11.7	14.8	53.8	<b>472</b>
Teaching agencies	2.3	2.5	15.3	18	61.8	<b>471</b>
Education Guardian	0.7	1.3	4.0	14.1	80.0	<b>455</b>

**Table 66 Sources of advertisements for posts used by NQTs**

	Always	Often	Sometimes	Rarely	Never	Total
	%	%	%	%	%	n
TES	52.9	17.6	16.0	5.3	8.2	<b>244</b>
Local authority website	49.3	19.3	12.1	6.3	13.0	<b>223</b>
Local authority bulletin	28.2	15.4	17.9	9.2	29.2	<b>195</b>
Local press	19.6	17.6	24.5	10.8	27.5	<b>204</b>
National website	18.1	14.4	18.1	12.8	36.7	<b>188</b>
Teaching agencies	4.8	10.8	16.7	14.5	53.2	<b>186</b>
Education Guardian	3.8	6.0	19.1	15.8	55.2	<b>183</b>

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**Table 67 Sources of advertisements for posts used by NQTs by route taken: NQT responses**

		<b>FT PGCE</b>	<b>PT PGCE</b>	<b>UG Teaching</b>	<b>Emp based</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
TES	Always/Often	78.8	41.7	62.0	63.0
	Sometimes/Rarely	15.8	41.7	30.0	18.5
	Never	5.5	16.7	8.0	18.5
	<b>Total n</b>	<b>146</b>	<b>12</b>	<b>50</b>	<b>27</b>
Education Guardian	Always/Often	13.5	12.5	2.6	5.6
	Sometimes/Rarely	41.4	25.0	23.1	22.2
	Never	45.0	62.5	74.4	72.2
	<b>Total n</b>	<b>111</b>	<b>8</b>	<b>39</b>	<b>18</b>
Local press	Always/Often	37.3	40.0	33.3	39.1
	Sometimes/Rarely	37.3	20.0	31.1	47.8
	Never	25.4	40.0	35.6	13.0
	<b>Total n</b>	<b>118</b>	<b>10</b>	<b>45</b>	<b>23</b>
Local authority bulletin	Always/Often	41.4	44.4	27.8	62.2
	Sometimes/Rarely	31.9	22.2	16.7	17.8
	Never	26.7	33.3	55.6	20.0
	<b>Total n</b>	<b>116</b>	<b>9</b>	<b>18</b>	<b>45</b>
Local authority website	Always/Often	75.0	64.0	63.8	85.7
	Sometimes/Rarely	16.7	16.0	22.0	8.2
	Never	8.3	20.0	14.2	6.1
	<b>Total n</b>	<b>12</b>	<b>25</b>	<b>127</b>	<b>49</b>
National website	Always/Often	30.9	25.0	38.1	28.6
	Sometimes/Rarely	31.8	50.0	28.6	28.6
	Never	37.3	25.0	33.3	42.9
	<b>Total n</b>	<b>110</b>	<b>8</b>	<b>42</b>	<b>21</b>
Teaching agencies	Always/Often	14.4	12.5	19.0	11.1
	Sometimes/Rarely	31.5	37.5	35.7	16.7
	Never	54.1	50.0	45.2	72.2
	<b>Total n</b>	<b>111</b>	<b>8</b>	<b>42</b>	<b>18</b>



## NQT Quality improvement study

Table 68 below indicates differences indicated by SLT respondents between primary and secondary schools in their advertising methods, and comments offered in section 5.4.1 above suggest that this might relate to budgetary constraint. Primary schools are much less likely to advertise posts in the national press and are much more likely to use local means of advertising, particularly local authority bulletins or web sites. They are also less likely to use national web sites and this suggests that forces other than budgetary ones are at play here and that primary schools seek local candidates. Table 66 above suggests quite a discrepancy between where advertisements are placed and where NQTs look for them, given that more NQTs from undergraduate courses go into primary schools and they are not heavy users of local authority bulletins or the local press. Table 69 below suggests that advertising practices in independent schools (note the number of independent school respondents is small) do differ, with more use of the TES and Education Guardian.

**Table 68 How vacancies suitable for NQTs are advertised, by type of school: SLT responses**

	Always/Usually %		Sometimes /Rarely %		Never %		Total	
	Pri	Sec	Pri	Sec	Pri	Sec	Pri	Sec
TES	26.2	89.7	33.3	9.7	40.5	0.5	393	185
Education Guardian	0.9	3.3	16.4	24.0	82.7	72.7	324	121
Local press	40.0	35.4	31.3	55.5	28.7	9.1	390	164
Local authority bulletin	87.8	58.9	6.9	28.5	5.3	12.7	434	158
Local authority web site	89.8	55.8	6.3	24.5	3.9	19.7	431	147
National web site	14.5	34.1	25.2	30.2	60.2	35.7	337	126
Teaching agencies	3.9	7.5	26.4	51.1	69.7	41.4	330	133



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**Table 69 How vacancies suitable for NQTs are advertised, by independent and non-independent schools: SLT responses**

		Non-independent	Independent
		%	%
TES	Always/Usually	45.0	82.8
	Sometimes/rarely	26.8	13.8
	Never	28.2	3.4
	<b>Total n</b>	<b>560</b>	<b>29</b>
Education Guardian	Always/Usually	1.8	5.6
	Sometimes/rarely	17.9	22.2
	Never	80.2	72.2
	<b>Total n</b>	<b>435</b>	<b>18</b>
Local press	Always/Usually	38.9	34.6
	Sometimes/rarely	38.3	50.0
	Never	22.8	15.4
	<b>Total n</b>	<b>540</b>	<b>26</b>
Local authority bulletin	Always/Usually	81.7	11.1
	Sometimes/rarely	13.1	0.0
	Never	5.2	88.9
	<b>Total n</b>	<b>580</b>	<b>18</b>
Local authority web site	Always/Usually	83.1	5.6
	Sometimes/rarely	11.1	5.6
	Never	5.8	88.9
	<b>Total n</b>	<b>568</b>	<b>18</b>
National web site	Always/Usually	19.3	31.6
	Sometimes/rarely	26.8	21.1
	Never	53.9	47.4
	<b>Total n</b>	<b>451</b>	<b>19</b>
Teaching agencies	Always/Usually	4.9	5.6
	Sometimes/rarely	33.7	27.8
	Never	61.4	66.7
	<b>Total n</b>	<b>451</b>	<b>18</b>

Table 70 indicates some regional differences in how vacancies suitable for NQTs are advertised. London schools are the most likely to use the TES and agencies (internal advisers to the project suggest that the survey may not have identified other sources used by London schools). The local press is more used in the North and Midlands, as are local authority bulletins. National web sites are least used in the Midlands.



## NQT Quality improvement study

**Table 70 How vacancies suitable for NQTs are advertised. by region: SLT responses**

		North	Midlands	South	London
		%	%	%	%
TES	Always/Usually	41.6	43.8	49.2	64.0
	Sometimes/Rarely	29.7	28.1	20.3	21.3
	Never	28.7	28.1	30.5	14.7
	<b>Total n</b>	<b>209</b>	<b>178</b>	<b>128</b>	<b>75</b>
Education Guardian	Always/Usually	3.2	1.5	0.9	1.8
	Sometimes/Rarely	16.5	16.7	18.5	25.0
	Never	80.4	81.8	80.6	73.2
	<b>Total n</b>	<b>158</b>	<b>132</b>	<b>108</b>	<b>56</b>
Local press	Always/Usually	43.6	46.9	25.4	27.4
	Sometimes/Rarely	35.3	37.1	48.4	35.5
	Never	21.1	16.0	26.2	37.1
	<b>Total n</b>	<b>204</b>	<b>175</b>	<b>126</b>	<b>62</b>
Local authority bulletin	Always/Usually	86.0	81.9	74.4	63.8
	Sometimes/Rarely	10.0	14.7	10.5	20.3
	Never	4.1	3.4	15.0	15.9
	<b>Total n</b>	<b>221</b>	<b>177</b>	<b>133</b>	<b>69</b>
Local authority web site	Always/Usually	86.1	84.5	80.0	55.9
	Sometimes/Rarely	8.8	9.5	9.6	23.5
	Never	5.1	6.0	10.4	20.6
	<b>Total n</b>	<b>216</b>	<b>168</b>	<b>135</b>	<b>68</b>
National web site	Always/Usually	23.0	12.8	21.5	24.1
	Sometimes/Rarely	26.7	24.8	28.0	27.6
	Never	50.3	62.4	50.5	48.3
	<b>Total n</b>	<b>165</b>	<b>141</b>	<b>107</b>	<b>58</b>
Teaching agencies	Always/Usually	5.0	2.8	1.9	14.8
	Sometimes/Rarely	33.1	28.2	32.7	47.5
	Never	61.9	69.0	65.4	37.7
	<b>Total n</b>	<b>160</b>	<b>142</b>	<b>107</b>	<b>61</b>



## NQT Quality improvement study

### 5.4.4 NQT views on what is important to them in applying for teaching jobs

Table 71 indicates that the geographical location of teaching vacancies is the most important factor in encouraging them to apply for posts. Reputation of the school, the perception the NQT has of the SLT, the latest Ofsted report and promotion possibilities are next in importance to them. The table suggest that issues related to the characteristics children are much less important to them (for example exam results, ethnicity, and deprivation). As discussed in section 6, NQTs may not wish to appear biased against groups of children.

**Table 71 Factors that attract NQTs to apply for teaching posts and their importance to the NQTs: NQT responses**

Importance for job applications	Very high	2	3	4	Very low	Mean	Total n
Geographical location	45.7	33.5	14.5	3.3	3	1.8	269
Reputation of school	22.7	42	29.4	5.2	0.7	2.2	269
Your perception of the Headteacher/Senior Leadership Team	21.5	35.9	27.8	10.4	4.4	2.4	270
Latest Ofsted report	8.7	32.1	42.6	12.5	4.2	2.7	265
Potential for promotion	14.6	30.3	34.8	13.1	7.1	2.7	267
School type	11.2	21.9	38.7	13.4	14.9	3	269
Salary offered	8.2	25	39.2	14.2	13.4	3	268
Size of department	3.8	22.3	40.5	20.5	12.9	3.2	264
School exam results	2.2	11.9	41.6	29	15.2	3.4	269
League table position	0.4	9.3	36.6	32.8	20.9	3.6	268
If the school is situated in an area of deprivation	3	7.8	32.8	27.6	28.7	3.7	268
If the school has a highly diverse ethnic mix of pupils	0.7	10.4	30.9	21.9	36.1	3.8	269
If the school has a high number of pupils entitled to free school meals	1.1	3	21.2	25.3	49.4	4.2	269

**\*The lower the mean score, the more positive is the response**

Although the overall pattern is similar, there are some differences in how the factors are rated by NQTs from different routes (Table 72). Reputation of school is more important to those from a part time PGCE route than other routes and to those from employment-based routes. Potential for promotion and salary are also more important factors to those from employment-based routes. In Appendix 1, Table 13 indicates that there are no great differences in the ratings of factors by NQTs according to the levels of deprivation of the pupils. Although there are small differences by the four geographical regions there does not seem any discernible pattern (Appendix 1, Table 14)



## NQT Quality improvement study

**Table 72 Factors that attract NQTs to apply for teaching posts and their importance to the NQTs by route taken: NQT responses**

	FT PGCE	PT PGCE	UG Teaching	Emp based	FT PGCE	PT PGCE	UG Teaching	Emp based
	Mean*	Mean*	Mean*	Mean*	Total n	Total n	Total n	Total n
Geographical location	1.8	1.5	2.0	1.5	154	13	59	33
Reputation of school	2.1	1.8	2.5	2.3	155	13	59	32
School type	2.9	3.5	3.1	3.1	154	13	59	33
League table position	3.6	3.4	4.0	3.3	154	13	58	33
Your perception of the Headteacher/Senior Leadership Team	2.5	2.0	2.5	2.2	155	13	59	33
School exam results	3.4	3.2	3.8	3.2	154	13	59	33
Size of department	3.1	3.4	3.5	3.1	152	12	58	32
Latest Ofsted report	2.7	2.7	2.8	2.7	151	13	58	33
If the school has a high number of pupils entitled to free school meals	4.1	4.2	4.4	3.8	155	13	59	32
If the school has a highly diverse ethnic mix of pupils	3.7	4.2	3.9	3.7	154	13	59	33
If the school is situated in an area of deprivation	3.6	3.9	4.0	3.5	153	13	59	33
Salary offered	3.0	3.0	3.4	2.6	153	13	59	33
Potential for promotion	2.7	2.7	2.9	2.4	153	13	59	32

NQTs were then asked to rate the items for their importance in accepting job offers. The pattern in Tables 73 and 74 below is similar to that in Tables 71 and 72 above, but apart from geographical location, which has a similar rating, the other items are rated as of more importance in accepting a job offer than in applying for posts. This suggests that NQTs make their decision about geographical location on applying for posts but that they are more likely to keep their options open with regard to the other factors, deferring their decision on them until they receive a job offer.

## NQT Quality improvement study

**Table 73 Factors that are important to NQTs in accepting job offers: NQT responses**

Importance in accepting job offer	Very high	2	3	4	Very low	Mean*	Total n
Geographical location	46.9	34.5	14.0	1.9	2.7	1.8	258
Your perception of the Headteacher/Senior Leadership Team	35.9	38.2	19.3	5.0	1.5	2.0	259
Reputation of school	24.4	42.6	27.9	3.1	1.9	2.2	258
Potential for promotion	16.7	31.5	34.6	10.1	7.0	2.6	257
Latest Ofsted report	9.0	27.5	45.9	11.8	5.9	2.8	255
School type	12.8	25.7	37.7	10.1	13.6	2.9	257
Salary offered	11.6	26.4	38.0	11.2	12.8	2.9	258
Size of department	8.3	26.0	39.0	15.0	11.8	3.0	254
School exam results	3.1	13.2	45.0	22.5	16.3	3.4	258
League table position	1.9	14.7	35.7	26.7	20.9	3.5	258
If the school is situated in an area of deprivation	3.9	10.9	31.9	23.7	29.6	3.6	257
If the school has a highly diverse ethnic mix of pupils	0.8	13.5	29.3	20.5	35.9	3.8	259

**Table 74 Factors that are important to NQTs in accepting job offers by route taken: NQT responses**

	FT	PT	UG	Emp	FT	PT	UG	Emp
	PGCE	PGCE	Teaching	based	PGCE	PGCE	Teaching	based
	Mean*	Mean*	Mean*	Mean*	Total n	Total n	Total n	Total n
Geographical location	1.7	1.5	2.1	1.5	150	13	58	30
Reputation of school	2.1	1.7	2.4	2.2	151	13	58	29
School type	2.7	3.5	3.0	3.0	149	13	58	30
League table position	3.4	3.5	3.8	3.2	151	13	57	30
Your perception of the Headteacher/Senior Leadership Team	2.0	1.8	2.1	1.7	152	13	57	30
School exam results	3.2	3.2	3.8	3.1	150	13	58	30
Size of department	2.8	3.4	3.3	2.9	149	12	57	29
Latest Ofsted report	2.7	2.7	2.8	2.8	148	13	57	30
If the school has a high number of pupils entitled to free school meals	4.1	4.3	4.3	4.0	151	12	58	30
If the school has a highly diverse ethnic mix of pupils	3.7	4.0	3.9	3.8	151	13	58	30
If the school is situated in an area of deprivation	3.5	3.8	3.9	3.7	150	13	58	29
Salary offered	2.8	2.8	3.2	2.7	150	13	58	30
Potential for promotion	2.5	2.5	2.9	2.5	149	13	58	30

## NQT Quality improvement study

The first draft of the questionnaire for SLT members included a question about the aspects of the recruitment and selection process used by them. The pilot for the questionnaire indicated that it was too long and this question was removed from the SLT questionnaire, but it was retained in the (shorter) questionnaire for NQTs. NQTs were asked to rate aspects of the recruitment and selection process in relation to their importance in attracting them to apply for and to accept a post. The least important aspect was where the vacancy is advertised. Note that section 5.4.3 and Tables 65 and 66 suggest that NQTs often do not use the sources of advertisements preferred by SLTs and that they therefore may be missing out on vacancies. Table 75 below reinforces the impression that NQT applicants are unaware of the importance of using all sources possible for vacancy information. NQTs rated as most important meeting colleagues, touring the school, information provided with the job offer and the interview. Table 76 suggests, although the differences are not great, that those from part time PGCEs rate the various aspects as being less important than do those from other routes. There seem to be no great differences between the four geographical regions (Appendix 1, Table 15).

**Table 75 The importance of aspects of the recruitment and selection process in attracting NQTs to posts: NQT responses**

Aspects of the recruitment and selection process:	Very high	High	Medium	Low	Very Low	Total n	Mean
Meeting colleagues as part of the interview process	36.6	43.8	15.8	2.6	1.1	265	1.9
Tour of the school as part of the interview process	37.7	40.8	17.0	3.4	1.1	265	1.9
Information provided with the job offer	33.7	44.4	19.2	2.3	0.4	261	1.9
The interview	27.8	53.2	16.0	3.0		263	1.9
The written information sent to applicants	24.4	48.5	21.4	5.3	0.4	266	2.1
Teaching exercise as part of the interview process	17.9	39.2	31.6	9.5	1.9	263	2.4
The composition of the interview panel	12.5	45.7	32.8	7.9	1.1	265	2.4
Where the vacancy is advertised	14.3	22.9	39.1	18.0	5.6	266	2.8
If the school has a high number of pupils entitled to free school meals	1.2	4.7	20.5	25.2	48.4	4.2	258

## NQT Quality improvement study

**Table 76 The importance of aspects of the recruitment and selection process in attracting NQTs to posts by route taken: NQT responses**

	FT PGCE	PT PGCE	UG Teaching	Emp based	FT PGCE	PT PGCE	UG Teaching	Emp based
	Mean*	Mean*	Mean*	Mean*	Total n	Total n	Total n	Total n
Where the vacancy is advertised	2.8	3.3	2.8	2.8	153	12	59	33
The written information sent to applicants	2.0	2.0	2.2	2.3	154	12	58	33
The composition of the interview panel	2.3	2.4	2.5	2.6	153	12	58	33
The interview	1.9	2.1	2.0	2.1	153	12	57	32
Teaching exercise as part of the interview process	2.3	2.5	2.6	2.3	153	12	57	32
Tour of the school as part of the interview process	1.9	1.7	2.0	1.8	154	12	59	32
Meeting colleagues as part of the interview process	1.8	2.0	2.1	1.9	154	12	59	32
Information provided with the job offer	1.9	1.9	1.9	1.8	152	12	57	32

**Comments by NQT respondents: views on what helps or hinders the recruitment and selection processes from the standpoint of an applicant.**

NQTs would like more information to be provided by schools; not all schools send out such information (about the school, the specific post and the selection process at interview, including information about the group for any 'model lesson' required). All information needs to be clear, straightforward and honest. Having good information in advance makes candidates 'feel secure'.

Applying to posts in other areas was seen as difficult because schools seem to prefer those who have trained locally. Some respondents felt that being an NQT was a disadvantage, as they cannot offer experience. Mature NQTs consider that age is a problem in getting interviews. One respondent mentions friends who never made it into a teaching post because of the shortage of jobs. Another respondent who had wanted a full-time job initially experienced taking a supply post as negative, but it had offered experience in many schools and a permanent contract had resulted from it.

Downloadable application forms are liked by NQTs as they are easily adapted for different applications and online applications give ease of access. Email notification of new vacancies is seen as helpful by some. Some prefer to deal directly with schools than intermediary websites. 'Pools' are popular as a way of applying to many schools at once.



## NQT Quality improvement study

Being able to speak to the head-teacher before interview/application is useful, as is meeting other staff and heads of department at interview. Having a tour of the school, before or linked to the interview is helpful and where schools are not keen to offer tours there is a suspicion that they may be hiding something. A friendly welcome from staff, school receptionist/office manager and head-teacher are important. Opportunities to meet pupils and teach a lesson are also useful for candidates in helping them see if the school is right for them. Some think that having lessons observed in their current (e.g. placement) post, rather than the school applied to, gives a better indication of skill; others think that teaching the children in the school applied for helps in knowing what the school is like. It might be helpful to observe a lesson in the department they would be working in. It helps to have an opportunity to talk to those on placement from ITT programmes and to NQTs at the school. NQTs have little experience of teaching when applying for jobs and this makes it difficult to know what to look for when considering a post in a school.

NQT comments indicated that some liked interview processes that include different activities whilst others did not. Interview tasks must be relevant to the job. The selection process (interview and other activities) needs to be well organised and run to time (time 'hanging around' is not appreciated, unless informal chats with staff can be arranged). Waiting on-site for the decision is unpopular. The time required for selection processes can be problematic during the year (or final year) of the ITT programme. Visiting schools can be time consuming and expensive, if applying to those at a distance.

The number of people applying for the same posts is seen as a problem. NQTs are disheartened by applying to jobs that go to 'inside candidates' or those with experience at the school (through placements, etc) and feel that may be invited to interview to 'make up the numbers'. Having been on placement in a school was seen as an advantage in applying to the posts they advertised.

Fast responses from schools about selection decisions are preferred but pressure from schools to make a quick decision about offered posts is disliked. NQTs are concerned that they might get a poor reputation amongst heads if they refuse job offers (note, here, SLT comments that sometimes candidates accept offers but subsequently renege on this and one wonders if pressure to accept quickly affects this?). Feedback on unsuccessful applications and interviews is valued.

Support from training institutions on applying for jobs (a seminar/tutorial) is seen as useful, although some NQT respondents felt they needed greater support, such as in identifying examples of experience to use or in dealing with interviews and selection processes.