

Results of the newly qualified teacher survey 2009

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Executive summary

Introduction

From February to May 2009, 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 2007/08 academic year.

The survey questionnaire (appendix 1) was mailed to approximately 32,000¹ NQTs registered with the General Teaching Council for England (GTCE). It asked them to:

- assess the quality of their initial teacher 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 difficulty².

A summary of the key findings is included in this report. A fuller 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 2009.

Over 13,000 NQTs completed and returned their questionnaires, a response rate of 41 per cent. The NQTs who responded were broadly representative of the total NQT population (approximately 33,000) who were awarded qualified teacher status (QTS) in 2007/08, although a higher proportion of primary trained NQTs responded, a lower proportion of NQTs from a minority ethnic background responded, and a lower proportion of males responded.

¹ Not all NQTs are registered with the GTCE. NQTs teaching in maintained schools in England must be registered with the GTCE.

² A detailed analysis of the disability questionnaire is available in a separate report.

Key findings

In the primary sector

- Eighty-five per cent of primary trained NQTs gave a very good or good rating when asked about the overall quality of their training, a similar rating to last year.
- Fifteen questions received significantly higher ratings than last year and all the remaining questions received the same ratings as last year.
- The biggest improvement in ratings related to the NQTs' understanding of their role in relation to Every Child Matters.
- Other key areas of improvement included: preparation for their statutory responsibility for welfare and safeguarding; their preparation to teach reading, including phonics and comprehension; their preparation to teach learners from minority ethnic backgrounds; and their preparation to work with learners with English as an additional language.
- There were also improved ratings for their preparation to: communicate with parents and carers; work with other professionals; work with teaching colleagues as part of a team; manage the work of others in their classroom; and plan their teaching to achieve progression for learners.
- NQTs also rated their preparation to: begin their statutory induction period; use the career entry and development profile; and share responsibility for their continued professional development, higher than in the previous survey.
- The extent to which their training provided them with an understanding of the Primary National Strategy overall, and the knowledge skills and understanding to use ICT in their subject teaching was also rated more highly this year.

In the secondary sector

- Eighty-seven per cent of secondary trained NQTs gave a very good or good rating when asked about the overall quality of their training, a similar rating to last year.
- Twelve questions received significantly higher ratings than last year and all the remaining questions received the same ratings as last year.
- Secondary NQTs rated the overall quality of assessment and feedback they received, and support and guidance they received to achieve the standards for QTS, higher than in the previous survey.

- The biggest improvement in ratings related to the NQTs' understanding of their role in regard to Every Child Matters.
- Other key areas of improvement included preparation: for their teacher's statutory responsibility for the welfare and safeguarding; to work with other professionals; to work with teaching colleagues as part of a team; and to manage the work of others in the classroom.
- NQTs also rated their preparation to: begin their statutory induction period; use the career entry and development profile; and share responsibility for their continued professional development, higher than in the previous survey.
- NQTs rated their preparation to teach learners from minority ethnic backgrounds higher than in the previous survey, and their understanding of the Secondary National Strategy overall.

NQTs' current employment circumstances and experiences

- As in the previous survey (carried out in 2008) 95 per cent of primary trained NQTs and 96 per cent of secondary trained NQTs were employed in teaching.
- The pattern of employment of primary trained NQTs was different from secondary trained NQTs – a higher proportion of primary trained NQTs had fixed-term employment contracts or were engaged in supply teaching (41 per cent), while a higher proportion of secondary trained NQTs had permanent teaching contracts (75 per cent).
- Primary trained NQTs made on average five job applications compared with three for secondary trained NQTs.
- Primary trained NQTs had on average 2.3 interviews before taking up their first teaching post compared 2.1 interviews for secondary trained NQTs.
- The pattern of employment for all NQTs showed regional variations, but these were much larger for primary trained NQTs.

NQTs' views of pre-ITT activities

- Awareness among NQTs of pre-ITT activities and resources designed to help trainees make an informed decision about beginning teacher training ranged from 93 per cent for the TDA website to 29 per cent for regional careers advisers.
- Participation rates in these pre-ITT activities ranged from 84 per cent of NQTs using the TDA website to 10 per cent of NQTs using the regional careers advisers service.
- All eight of these pre-ITT activities were rated highly in importance. The highest ratings were received for the TDA website (90 per cent) and the lowest for the regional careers advisers service (74 per cent).
- When asked about the three pre-ITT activities designed to prepare them to begin teacher training, NQTs' awareness ranged from 54 per cent for subject knowledge booster courses to 38 per cent for the Student Associates Scheme.
- Participation rates in these three activities ranged from 20 per cent for subject knowledge booster courses to 15 per cent for the Student Associates Scheme.
- All three of these pre-ITT activities were rated highly in importance. The highest ratings were received for subject knowledge booster courses (87 per cent) and the lowest ratings were received for the Student Associates Scheme (85 per cent).

E-safety

The 2009 survey included two new questions relating to e-safety. Seventy-seven per cent of NQTs felt they had the necessary knowledge and understanding of e-safety issues with regard to the risks to children and young people, and 74 per cent felt they had the skills to use this knowledge and understanding within their teaching.

Primary sector analysis

This section contains an analysis of responses to the NQT survey 2009 from approximately 6,300 primary trained NQTs. Throughout this section the term 'primary trained NQTs' refers to respondent NQTs who were trained on primary ITT courses and does not necessarily reflect the phase they are teaching. Detailed analyses of responses to each question are included in figures 101 and 102 in appendix 2.

For questions related to the quality of training, respondents were given four options: very good, good, satisfactory/adequate and poor. The measure we have used throughout the report is the number of very good and good responses expressed as a percentage of the total number of valid³ responses. Analysing statistically significant changes⁴ in comparison with the previous year's survey, and taking into account year-on-year trends, the key findings of the NQT survey 2009 are as follows:

³ Valid responses exclude blanks, multiple responses to the same question and inappropriate responses.

⁴ The 2008 to 2009 change in the percentage of very good and good responses has been tested for statistical significance at the 95 per cent level.

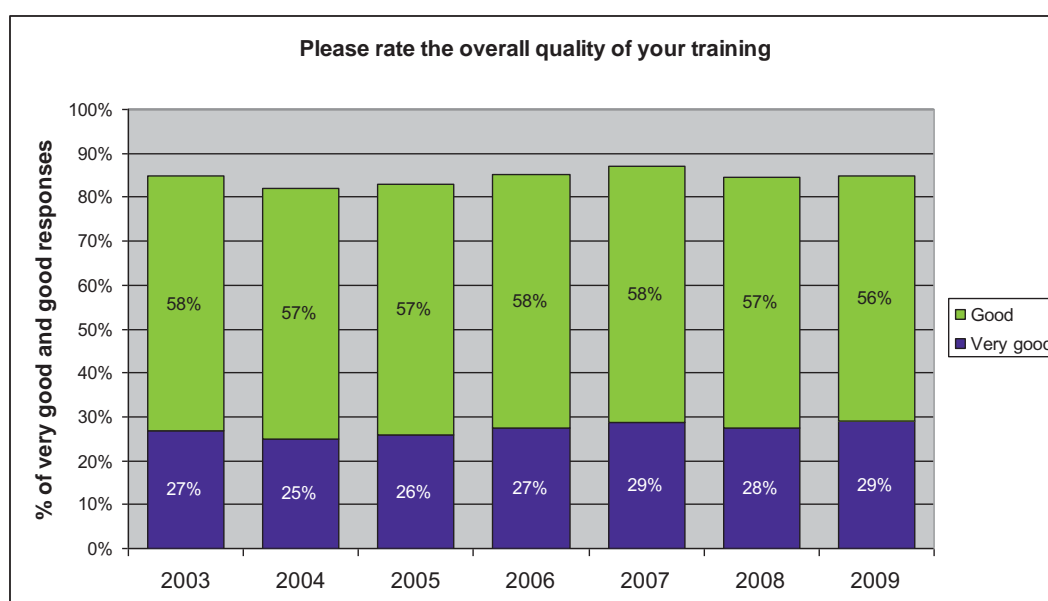
Overall quality of training

Primary trained 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 similar rating to last year.

Analysis of the 2009 primary responses to this question showed that:

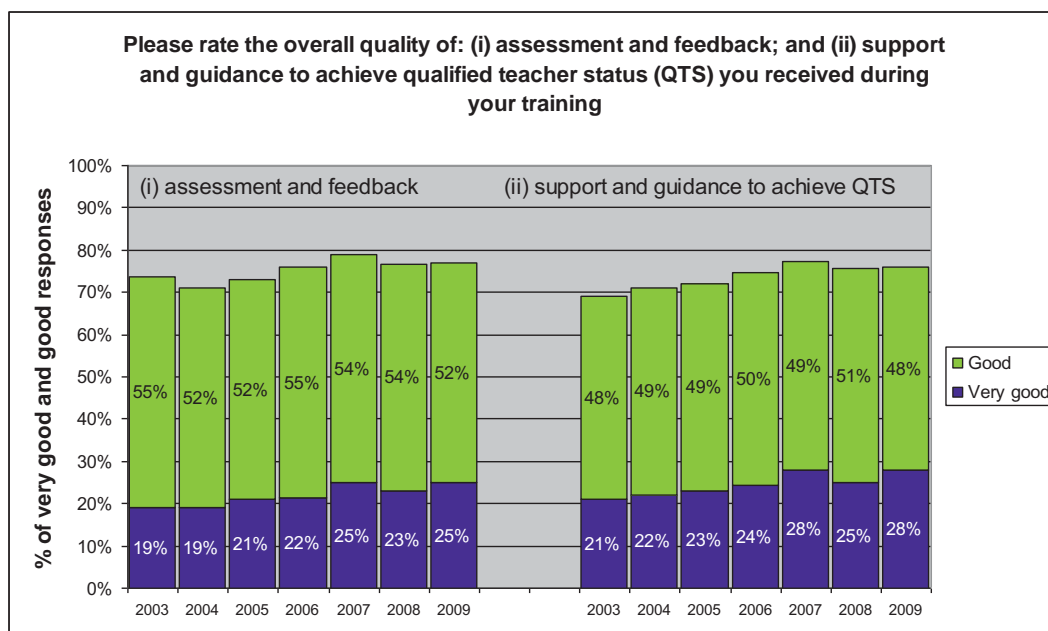
- SCITT provision achieved the highest rating (95 per cent of very good and good responses).
- Undergraduate courses were rated more highly than postgraduate courses (89 per cent compared with 83 per cent of very good and good responses).
- Female NQTs gave higher ratings than male NQTs (86 per cent compared with 80 per cent of very good and good responses).
- NQTs aged 25 and under gave higher ratings (88 per cent of very good and good responses) than NQTs aged 25 to 44.

Graph 1 (primary)



Primary trained NQTs were also asked to rate the **overall quality of assessment and feedback** they received during their training, and the **support and guidance to achieve qualified status** (graph 2). The ratings were 77 per cent (of very good and good responses) for assessment and feedback and 76 per cent (of very good and good responses) for support and guidance). Ratings for these questions follow a similar pattern to last year.

Graph 2 (primary)

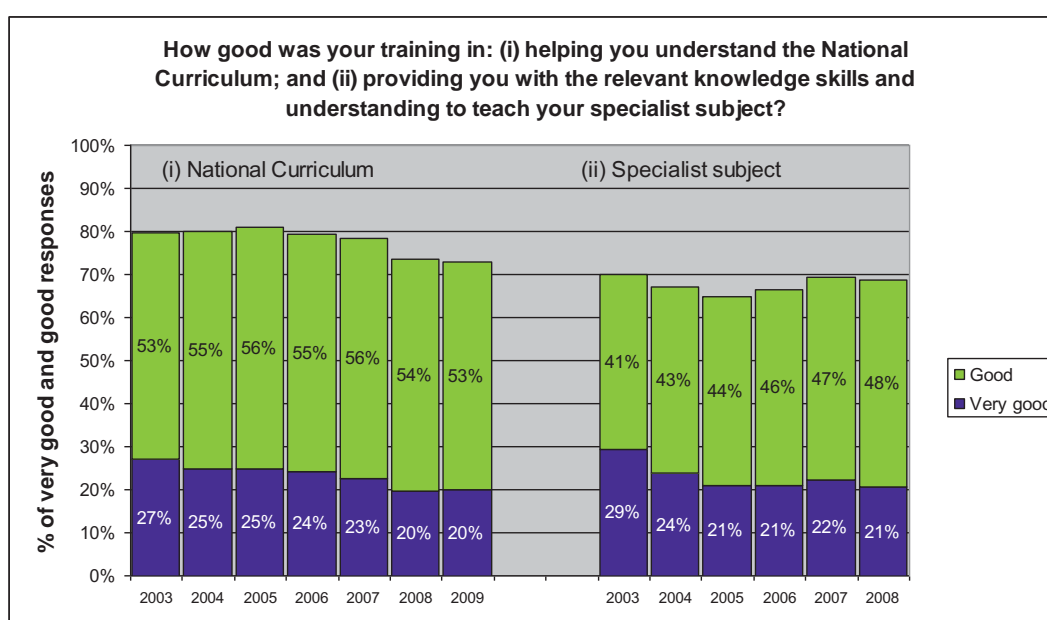


Teaching and learning

Primary trained NQTs rated their ***understanding of the National Curriculum*** lower than in previous years, although there was no significant change between this year and last year (73 per cent rated this aspect of their training as very good or good – graph 3). Sixty-nine per cent of primary trained NQTs rate their ***preparation to teach subject specialisms*** as very good or good, a similar rating to last year and the highest since 2004.

We also asked primary trained 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-six per cent gave a very good or good response to this question, a significantly higher rating than for the previous year (64 per cent).

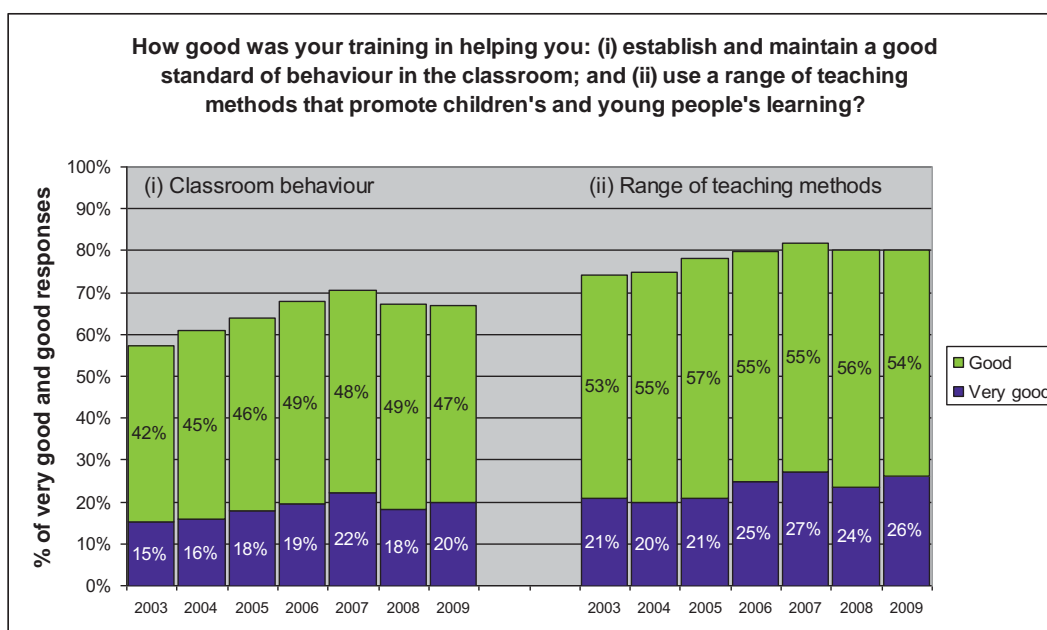
Graph 3 (primary)



Primary trained NQTs' views on how well their training prepared them **to establish and maintain a good standard of classroom behaviour** remained the same as in the previous year, with 67 per cent of NQTs rating this as very good or good (graph 4).

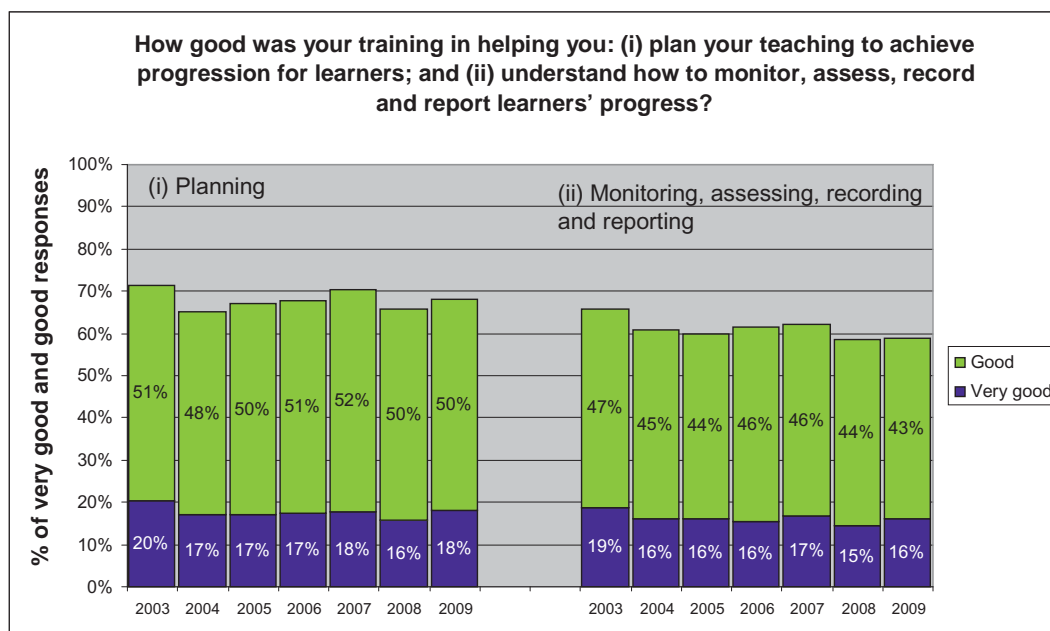
Similarly, NQTs' views on **using a range of teaching methods** remained unchanged this year with 70 per cent of NQTs rating this aspect of their teacher training as very good or good.

Graph 4 (primary)



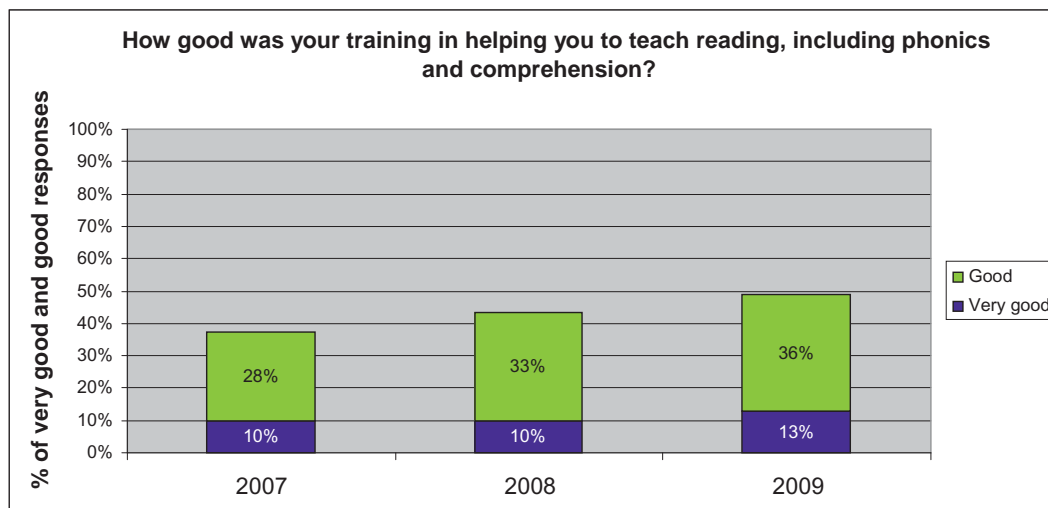
Primary trained NQTs appeared to feel better prepared to **plan their teaching** in 2009 than in the previous year (graph 5). Sixty-eight per cent of primary trained NQTs rated their preparation as very good or good compared with 66 per cent in the previous year. NQTs rated their preparation to **monitor, assess, record and report learners' progress** the same as they did in the previous year when 59 per cent responded with a very good or good rating.

Graph 5 (primary)



Primary trained NQTs were asked to rate the quality of their training in ***preparing them to teach reading, including phonics and comprehension*** (graph 6). Forty-nine per cent of NQTs gave a very good or good response to this question compared with 43 per cent last year and 38 per cent in 2007.

Graph 6 (primary)

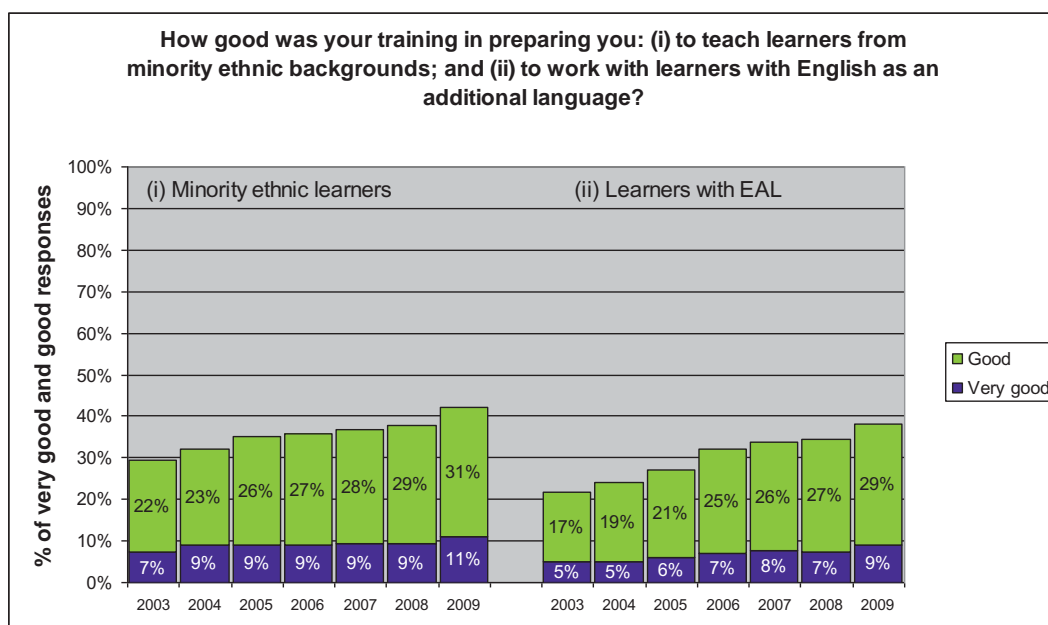


Diversity

Graph 7 shows that primary trained NQTs rated their preparation to work with **learners from minority ethnic backgrounds** and **learners with English as an additional language** significantly higher than in the previous year. Forty-two per cent of NQTs rated their preparation to work with minority ethnic learners as very good or good compared with 38 per cent last year, and 38 per cent rated their preparation to work with learners with English as an additional language as very good or good compared with 34 per cent last year.

Both of these aspects of teacher training show a continued positive trend.

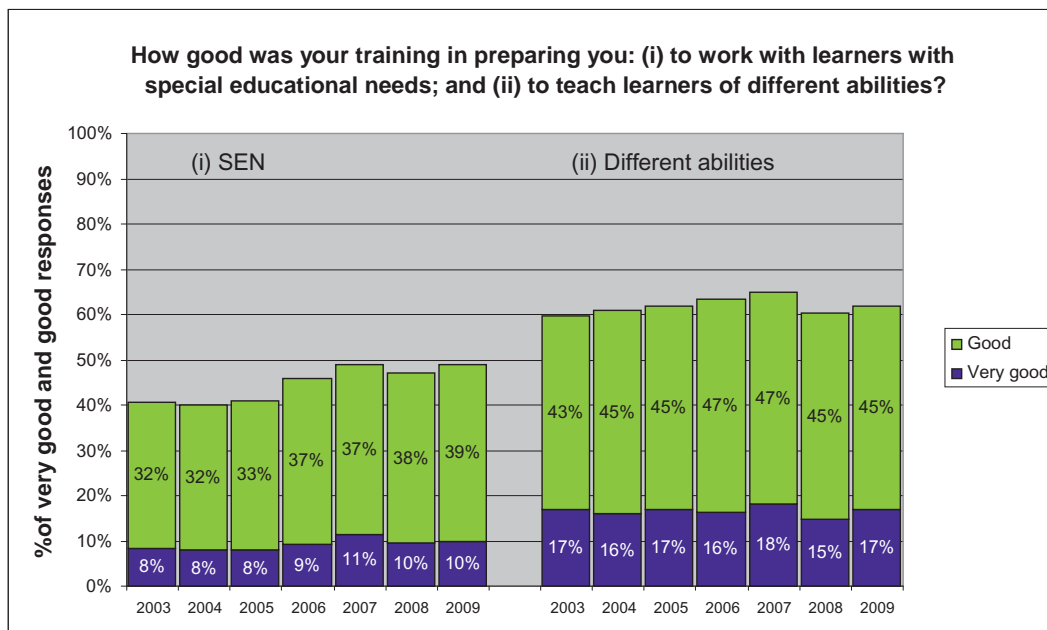
Graph 7 (primary)



Primary trained NQTs rated their preparation **to work with learners with special educational needs** the same as they did last year (graph 8). Forty-nine per cent of NQTs rated this aspect of their training as very good or good.

Similarly, NQTs rated their preparation to **teach learners of different abilities** the same as they did last year, with 62 per cent of NQTs rating this aspect of training as very good or good.

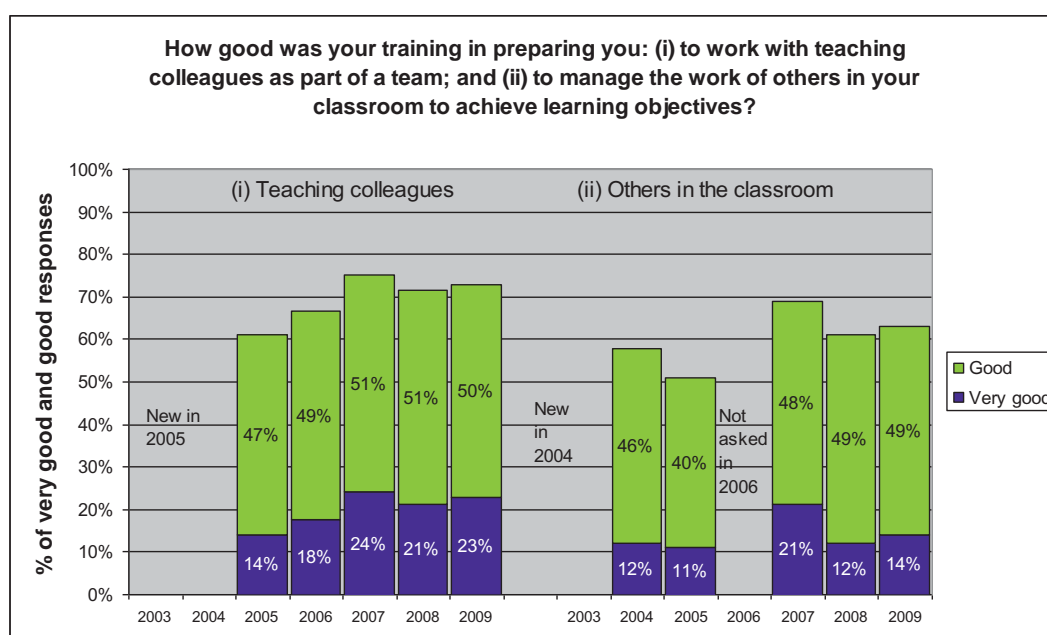
Graph 8 (primary)



Every Child Matters

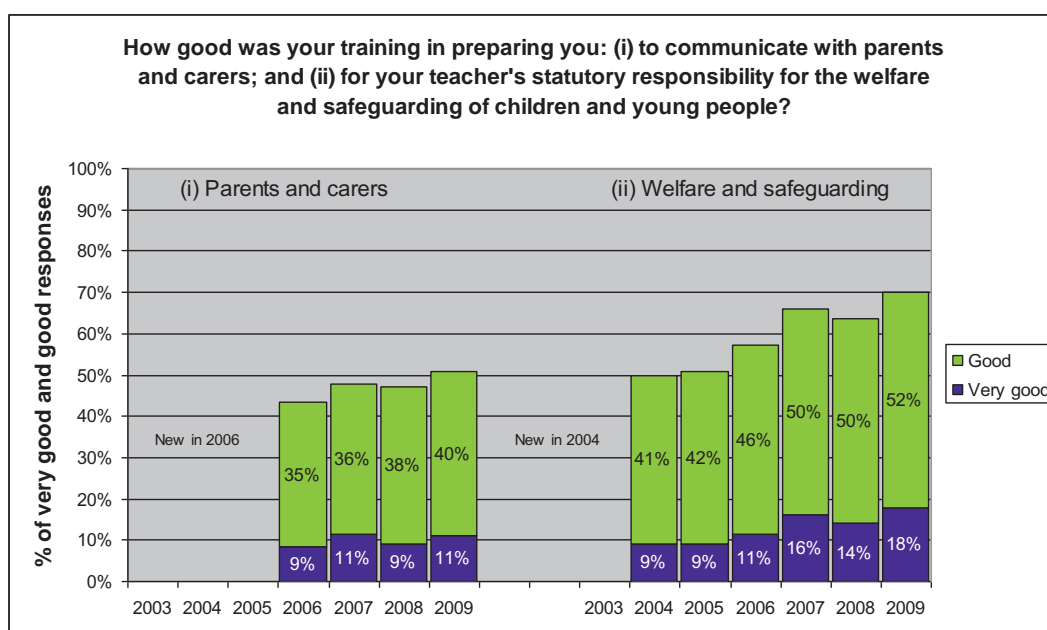
Seventy-three per cent of primary trained NQTs gave a very good or good rating when asked how well their training prepared them to **work with teaching colleagues as part of a team** (graph 9), a statistically significant increase compared with last year. A similar increase was recorded in response to the question relating to the preparation to **manage the work of others in the classroom** where 63 per cent of NQTs rated this as very good or good compared with 61 per cent last year.

Graph 9 (primary)



The survey also asked NQTs about their preparation to **communicate with parents and carers** and their preparation for their **statutory responsibility for the welfare and safeguarding of young people** (graph 10). In response to the former question, 51 per cent of primary trained NQTs rated their preparation as very good or good compared with 47 per cent last year. For the latter question 70 per cent of primary trained NQTs rated their preparation as very good or good compared with 64 per cent last year. The responses to both questions show continuing significant positive trends.

Graph 10 (primary)

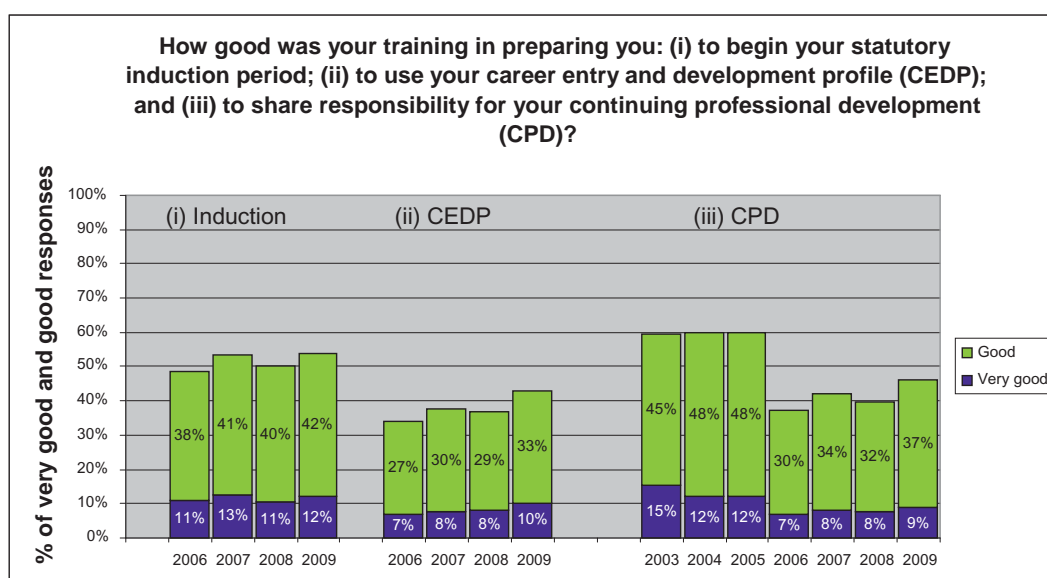


Induction, career entry and development profile (CEDP), and continuing professional development (CPD)

Primary trained NQTs were asked how well their training prepared them to begin their **statutory induction period** and to use the **career entry and development profile** (graph 11). Fifty-four per cent of NQTs rated the former as very good or good compared with 51 per cent last year. Forty-three per cent of NQTs rated the latter as very good or good compared with 37 per cent last year.

The NQTs were also asked how well their training had prepared them for their **continuing professional development (CPD)** and 46 per cent rated this aspect of their training as very good or good compared with 40 per cent last year.

Graph 11 (primary)

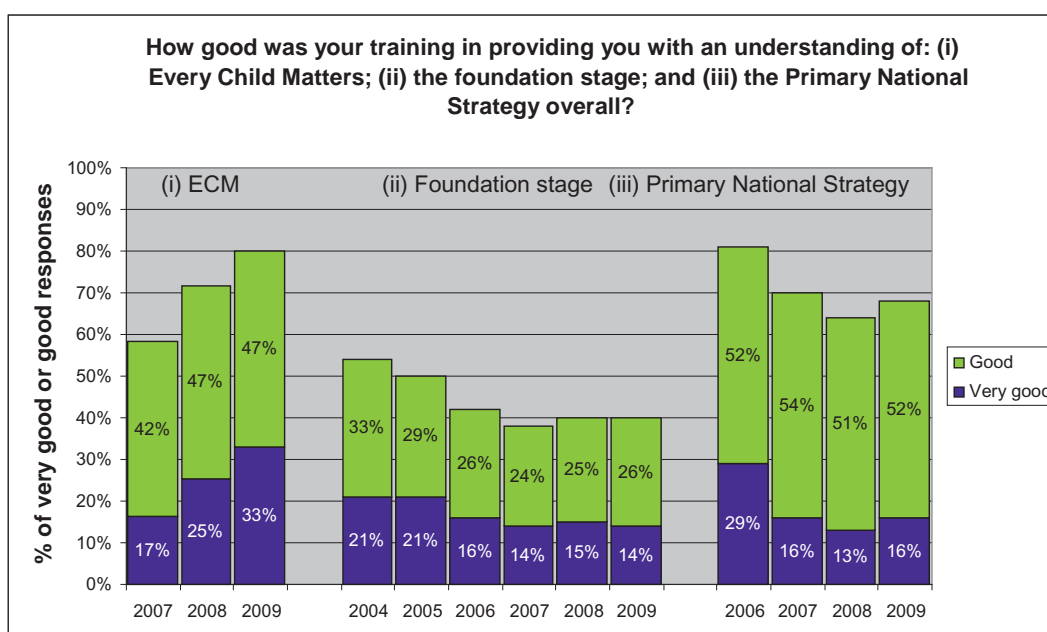


National Strategies

When asked how good their training was in providing them with an ***understanding of the role of the teacher in relation to Every Child Matters***, 80 per cent of primary trained NQTs rated this aspect of their training as very good or good (graph 12). This was a significant increase on the previous two years (72 per cent in 2008 and 59 per cent in 2007).

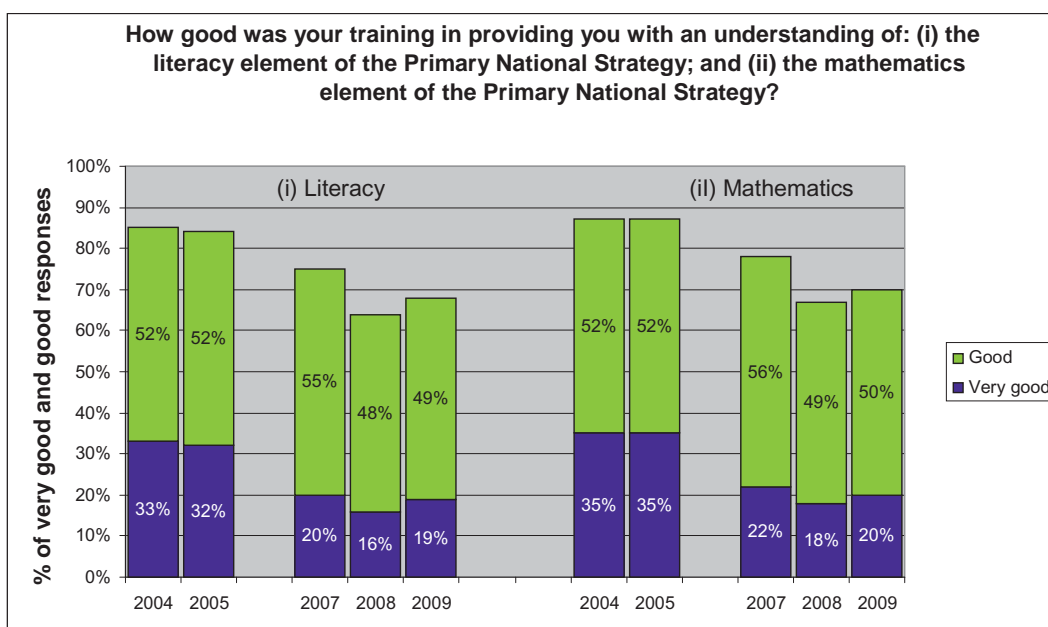
NQTs were also asked about their ***understanding of the foundation stage*** and their ***understanding of the Primary National Strategy***. In relation to the foundation stage 40 per cent of NQTs rated this as very good or good (no change from the previous year) while 68 per cent of NQTs rated their understanding of the Primary National Strategy as very good or good compared with 64 per cent last year.

Graph 12 (primary)



Graph 13 shows primary trained 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 significant improvements in NQTs' ratings, and in the case of the literacy element the percentage of very good and good responses was 68 per cent compared with 64 per cent last year. Seventy per cent of NQTs rated the mathematics element as very good or good compared with 67 per cent last year.

Graph 13 (primary)



Comparison of 2009 primary responses by route

For the majority of the questions, primary undergraduate routes were rated significantly higher than primary postgraduate routes, most notably in the following areas: understanding the National Curriculum; knowledge, skills and understanding to teach their specialist subject; knowledge, skills and understanding to use information and communications technology; planning their teaching to achieve progression for learners; and overall quality of training. There were, however, three aspects of training where postgraduate routes were rated higher than undergraduate routes. These were: overall quality of assessment and feedback; preparing them to work with learners with English as an additional language; and preparing them for their teacher's statutory responsibility for the welfare and safeguarding of children and young people. (A full analysis of responses by route can be found at <http://dataprovion.tda.gov.uk/public/page.htm;jsessionid=4586431B406D1A2430D58334E91C9936?to-page=providersNqtSurvey>)

Comparison of 2009 primary responses by institution type

At sector level, for almost all questions SCITT provision achieved the highest percentage of very good and good responses. (A full analysis of responses by institution type can be found at <http://dataprovion.tda.gov.uk/public/page.htm;jsessionid=4586431B406D1A2430D58334E91C9936?to-page=providersNqtSurvey>)

Comparison of 2009 primary responses by gender

For most questions the ratings given by male and female NQTs were broadly similar. For seven questions female NQTs gave a significantly higher rating than male NQTs. These were: overall quality of training; understanding the National Curriculum; planning teaching to achieve progression for learners; preparation to teach learners of different abilities; helping them establish and maintain a good standard of behaviour in the classroom; preparing them to manage the work of others in their classroom to achieve learning objectives; and understanding the foundation stage. (A full analysis of responses by gender can be found at <http://dataprovion.tda.gov.uk/public/page.htm;jsessionid=4586431B406D1A2430D58334E91C9936?to-page=providersNqtSurvey>)

Comparison of 2009 primary responses by age

The tendency for most questions was for younger NQTs (under 25) to give higher ratings than older NQTs. (A full analysis of responses by age can be found at

<http://dataprovion.tda.gov.uk/public/page.htm;jsessionid=4586431B406D1A2430D58334E91C9936?to-page=providersNqtSurvey>)

Secondary sector analysis

This section contains an analysis of responses to the NQT survey 2009 from approximately 6,300 secondary (including key stage 2/3) NQTs. Throughout this section the term 'secondary trained NQTs' refers to respondent NQTs who were trained on secondary or key stage 2/3 ITT courses, and it does not necessarily reflect the phase that they are teaching. Detailed analyses of responses to each question are included in figures 201 and 202 in appendix 2.

For questions related to the quality of training, respondents were given four options: very good, good, satisfactory/adequate and poor. The measure we have used throughout the report is the number of very good and good responses expressed as a percentage of the total number of valid⁵ responses. Analysing statistically significant changes⁶ in comparison with the previous year's survey, and taking into account year-on-year trends, the key findings of the NQT survey 2009 are as follows:

⁵ Valid responses exclude blanks, multiple responses to the same question and inappropriate responses.

⁶ The 2008 to 2009 change in the percentage of very good and good responses has been tested for statistical significance at the 95 per cent level.

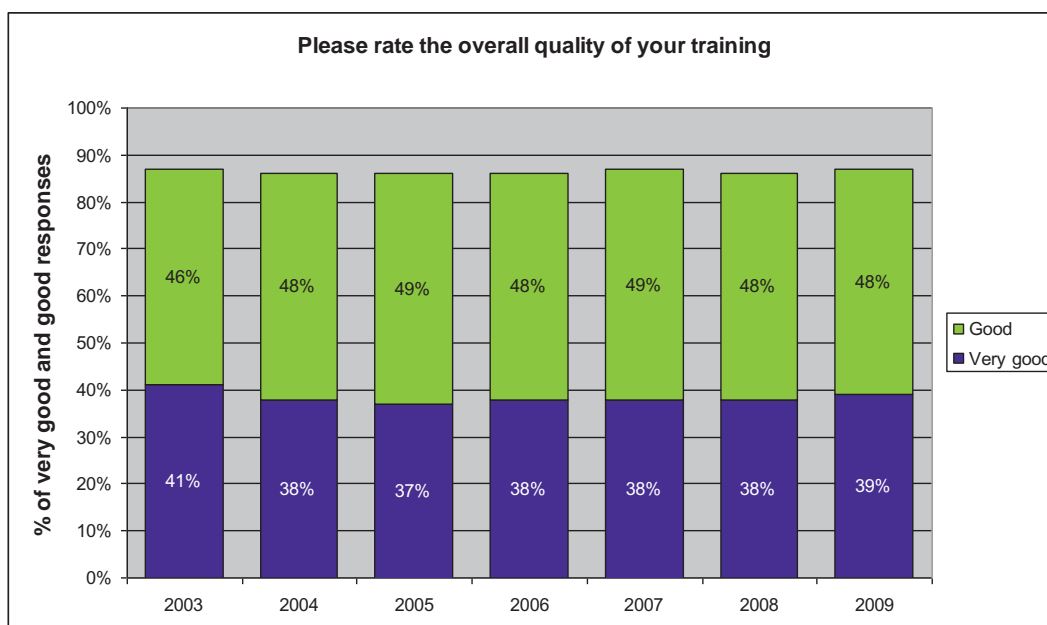
Overall quality of training

Secondary trained NQTs were asked to rate the **overall quality of their training** (graph 14). Eighty-seven per cent of respondents rated it very good or good, a similar response to last year.

Analysis of the responses from secondary trained NQTs to this question showed the following:

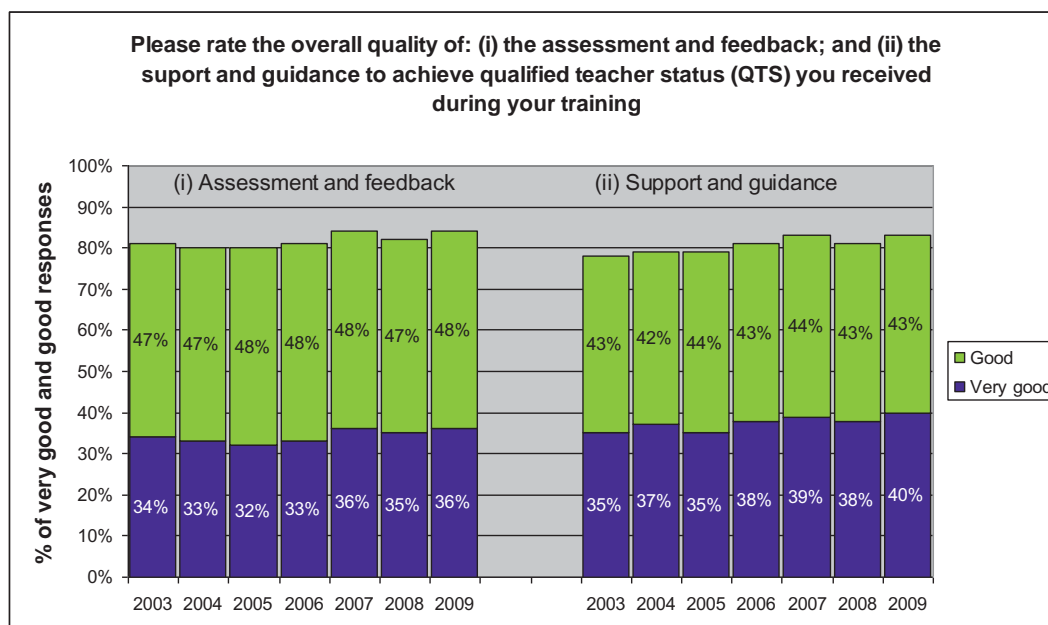
- SCITT provision achieved the highest rating with 92 per cent of NQTs rating their training as very good or good.
- There were no significant differences between the ratings given by female NQTs and male NQTs.
- Ninety-one per cent of NQTs aged under 25 rated their training as very good or good compared with 80 per cent of NQTs aged 45 and over.

Graph 14 (secondary)



Secondary trained 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). NQTs' ratings for both questions were significantly higher than last year (84 and 83 per cent of NQTs respectively rated these aspects of their training as very good or good compared with 82 and 81 per cent last year).

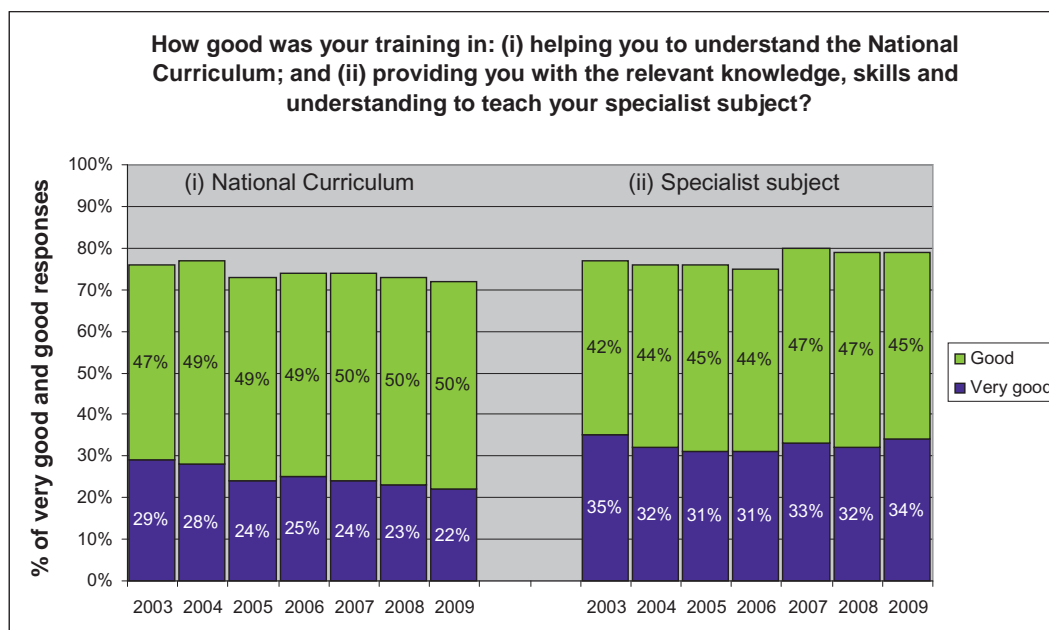
Graph 15 (secondary)



Teaching and learning

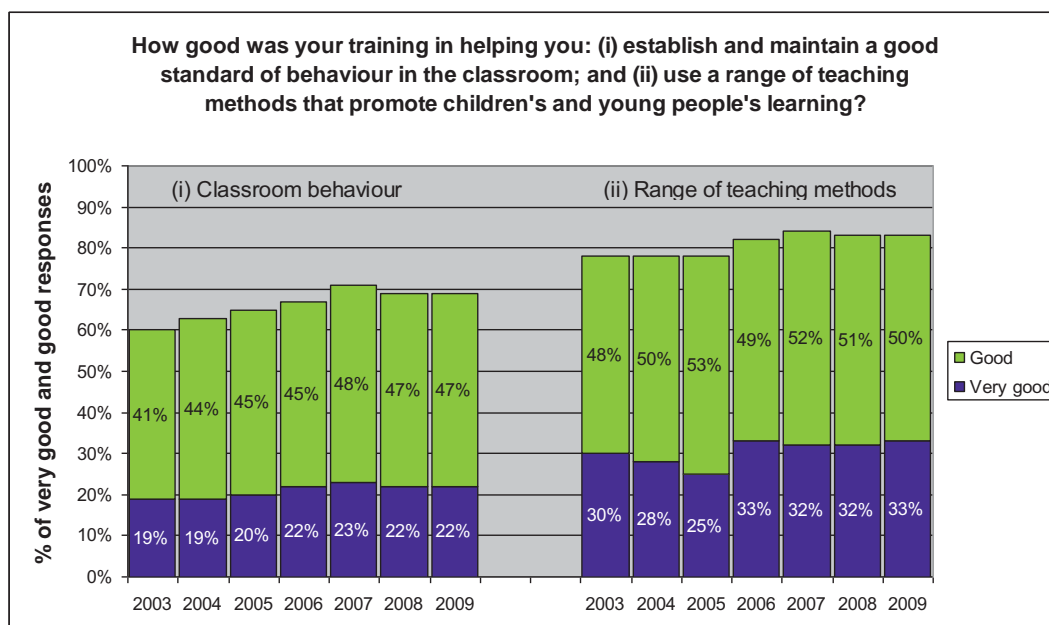
There were no significant year-on-year changes to the way NQTs rated their training in helping them *understand the National Curriculum* and providing them with the *relevant knowledge, skills and understanding to teach their specialist subject* (graph 16). Seventy-two per cent and 79 per cent of NQTs respectively rated these aspects of their training as very good or good.

Graph 16 (secondary)



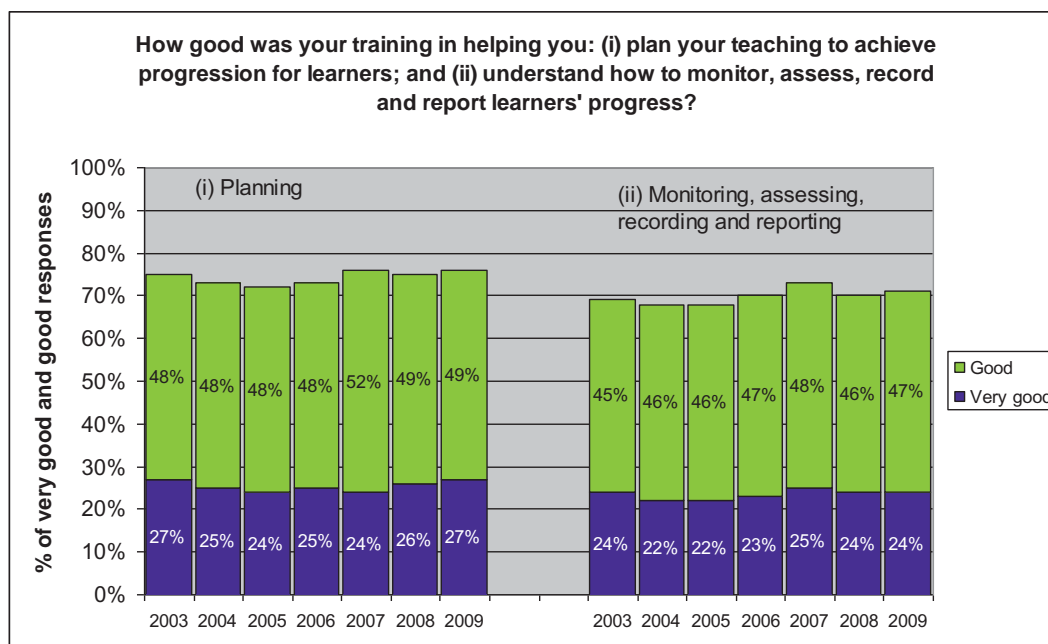
NQTs were also asked how good their training was in helping them to **establish and maintain a good standard of behaviour in the classroom** and **use a range of teaching methods** (graph 17). There were no year-on-year changes and NQTs rated these two aspects of training as 69 and 83 per cent respectively (very good and good responses).

Graph 17 (secondary)



Secondary trained NQTs responded to the questions about their preparation to **plan their teaching to achieve progression for learners** and **monitor, assess, record and report learners' progress** (graph 18) in a similar way to last year (76 per cent and 71 per cent respectively compared with 75 per cent and 70 per cent last year).

Graph 18 (secondary)

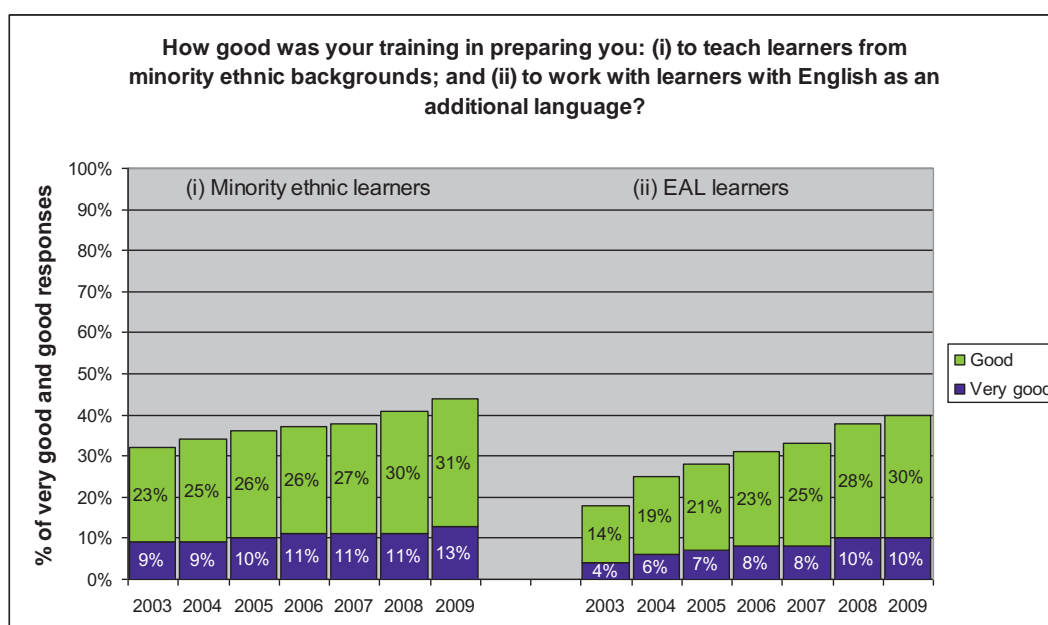


Diversity

Responses to the questions about **preparation to teach minority ethnic learners** and **learners with English as an additional language** continued their upward trend (graph 19). Forty-four per cent of NQTs rated the former question as very good and good compared with 41 per cent last year. There were large regional variations in responses to this question, and NQTs trained in London rated their preparation as 54 per cent (very good and good responses) compared with 36 per cent for NQTs trained in the North East.

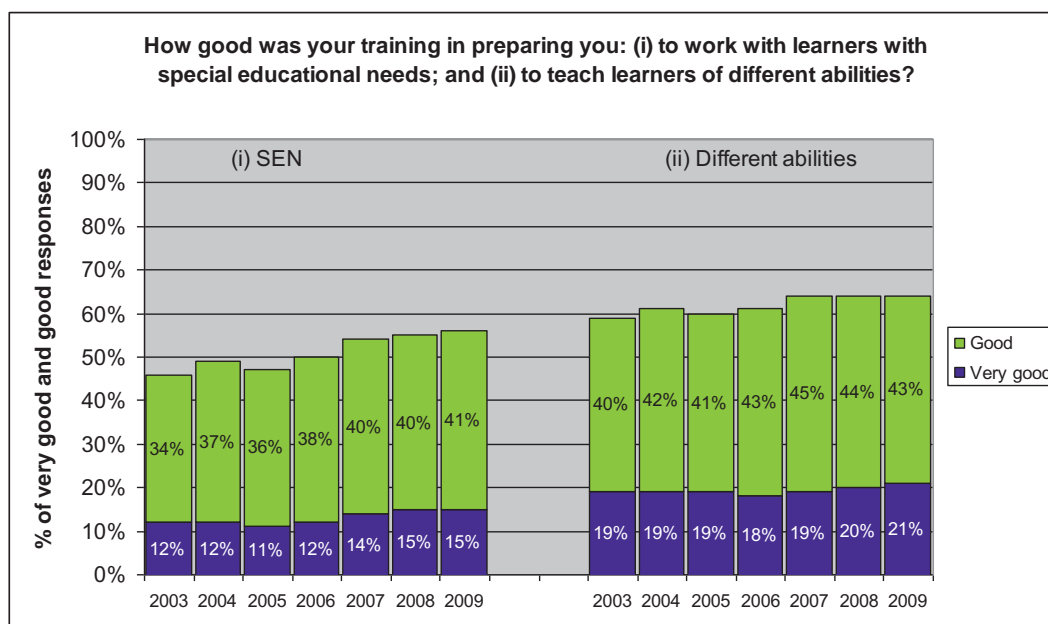
Forty per cent of secondary trained NQTs rated their preparation to teach learners with English as an additional language as very good or good compared with 38 per cent last year. There were similar regional variations (47 per cent for London trained NQTs and 35 per cent for North East trained NQTs).

Graph 19 (secondary)



Secondary trained NQTs rated the quality of their training in helping them to work with **learners with special educational needs** and **learners of different abilities** (graph 20) in a similar way to last year. For the special education needs question, 56 per cent of NQTs rated their training as very good or good compared with 55 per cent last year. Sixty-four per cent of NQTs rated the learners of different abilities as very good or good this year and last year.

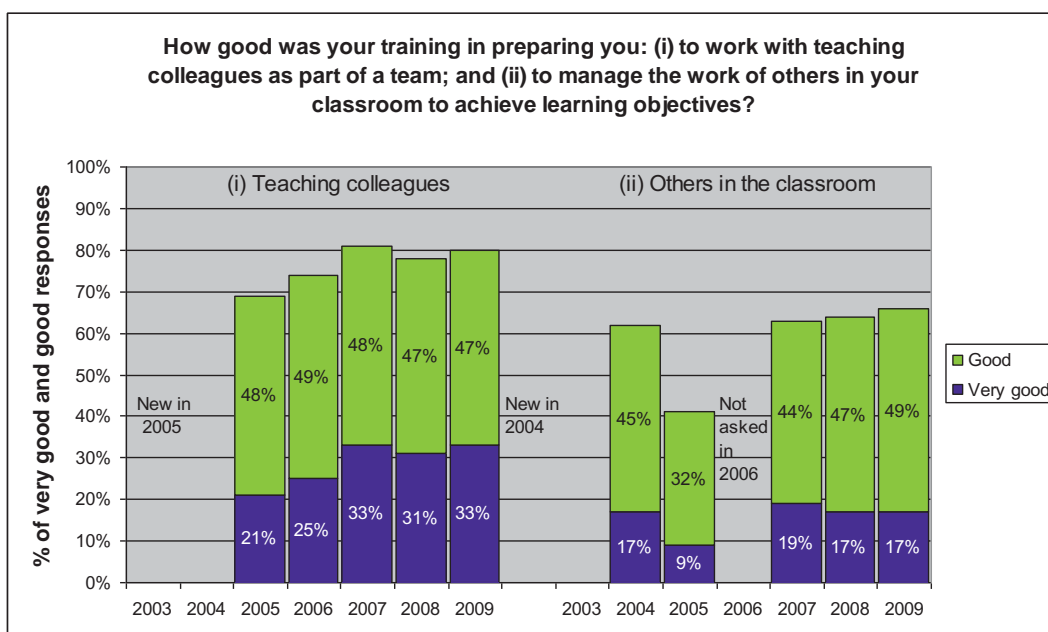
Graph 20 (secondary)



Every Child Matters

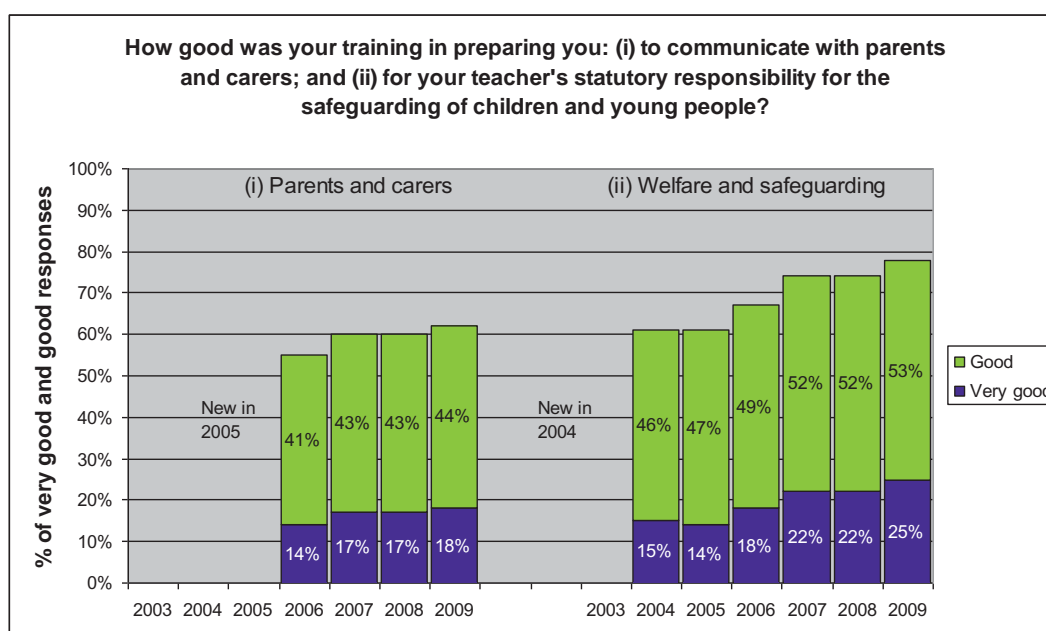
We also asked NQTs to rate how good their training was in preparing them to **work with teaching colleagues as part of a team** and **manage the work of others in the classroom** (graph 21). There were significant year-on-year increases in NQTs' ratings for these aspects of their training. Ratings were 80 per cent and 66 per cent (of very goods and goods) respectively compared with 78 per cent and 64 per cent last year.

Graph 21 (secondary)



Graph 22 also shows significant year-on-year increases in NQTs' responses to the questions about their preparation **to communicate with parents and carers** and **for the teacher's statutory responsibility for the welfare and safeguarding of children and young people**. Sixty-two per cent of NQTs rated the former as very good or good compared with 60 per cent last year, and 78 per cent rated the latter compared with 74 per cent last year.

Graph 22 (secondary)

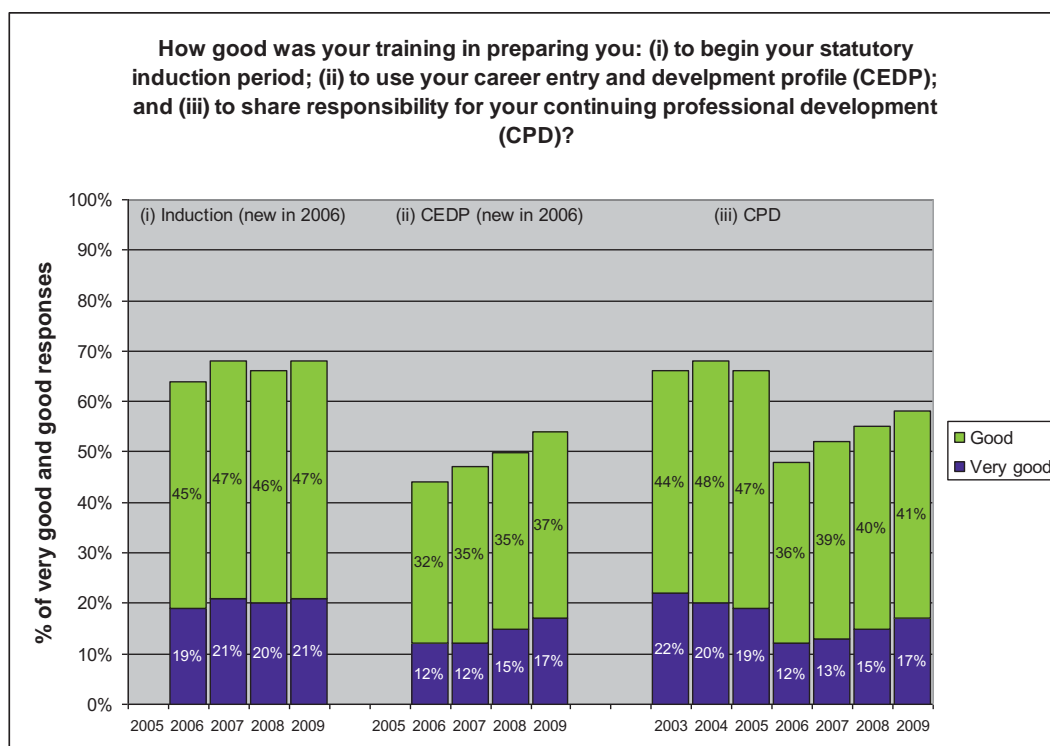


NQTs were also asked about their preparation **to work with other professionals (eg, social workers, health workers, police officers)**, and 37 per cent rated this aspect of their training as very good or good compared with 33 per cent last year.

Induction, career entry and development profile (CEDP) and continuing professional development (CPD)

Graph 23 shows significant year-on-year increases in the way NQTs rated their preparation to: **begin their statutory induction period; use the career entry and development profile; and share responsibility for continuing professional development.** NQTs' ratings (very good or good responses) were 68 per cent, 54 per cent and 58 per cent respectively compared with 66 per cent, 50 per cent and 55 per cent last year.

Graph 23 (secondary)

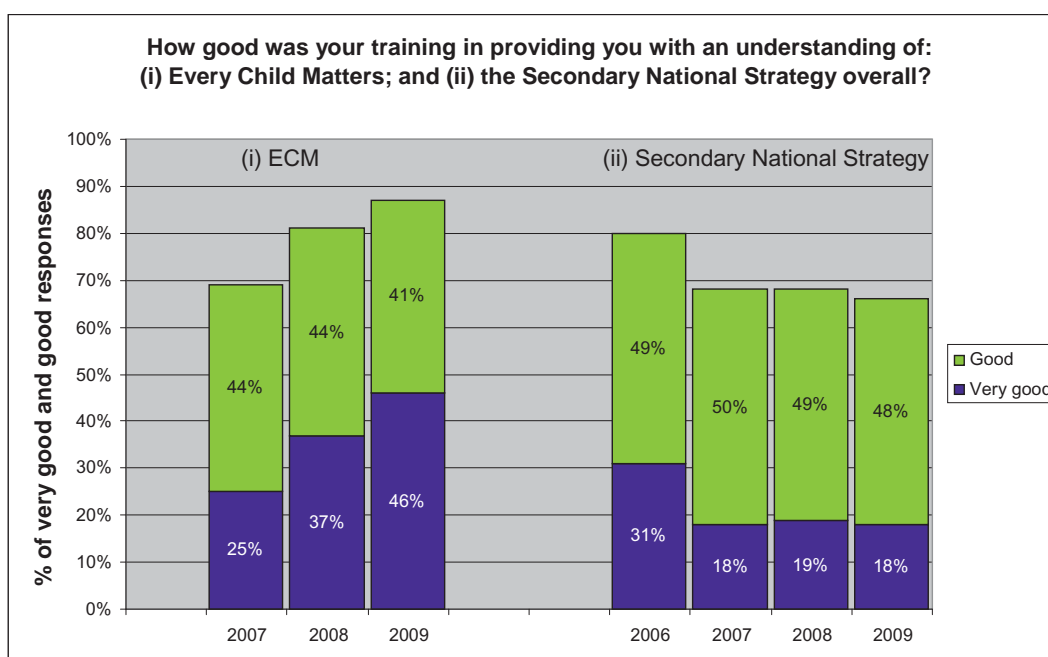


National Strategies

Secondary trained NQTs were asked about their **understanding of Every Child Matters** and **the Secondary National Strategy** (graph 24). Eighty-seven per cent rated their understanding of Every Child Matters as very good or good compared with 81 per cent last year and 69 per cent the previous year.

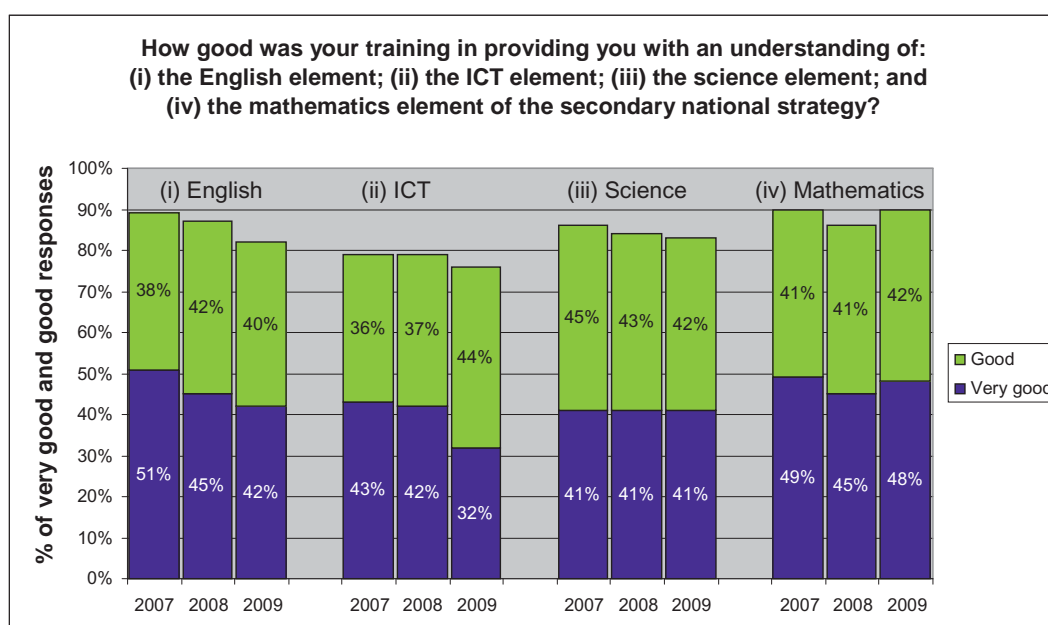
Sixty-six per cent of NQTs rated their understanding of the Secondary National Strategy as very good or good compared with 68 per cent last year (a significant drop).

Graph 24 (secondary)



We also asked secondary NQTs about their *understanding of the 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. The year-on-year changes were not statistically significant in the case of ICT and science elements, where NQTs' ratings were 66 per cent and 83 per cent (of very good or good responses) respectively. In the case of the English element, NQTs rated this as 82 per cent compared with 87 per cent last year. In the case of the mathematics element, NQTs rated this as 90 per cent compared with 86 per cent last year. The changes to the English and mathematics elements are statistically significant.

Graph 25 (secondary)



Comparison of 2009 secondary responses by subject

Secondary trained NQTs on geography courses gave the highest ratings for overall quality of training (93 per cent of very good or good responses). The lowest rating was given by NQTs on design and technology and music courses (83 per cent of very good and good responses).

For the question about providing NQTs with the relevant knowledge, skills and understanding to teach their specialist subject, NQTs trained to teach geography gave the highest rating (87 per cent of very good or good responses). The lowest responses were given by NQTs trained to teach ICT (66 per cent of very good and good responses). (A full analysis of responses by subject of training can be found at

<http://dataprotection.tda.gov.uk/public/page.htm;jsessionid=4586431B406D1A2430D58334E91C9936?to-page=providersNqtSurvey>)

Comparison of 2009 secondary responses by institution type

At sector level, SCITT provision achieved the highest ratings for 19 out of 25 of the questions asked. These included: overall quality of training; assessment and feedback; and support and guidance. HEI provision achieved the highest rating for the question relating to: relevant knowledge, skills and understanding to teach their specialist subject. (A full analysis of responses by institution type can be found at

<http://dataprotection.tda.gov.uk/public/page.htm;jsessionid=4586431B406D1A2430D58334E91C9936?to-page=providersNqtSurvey>)

Comparison of 2009 secondary responses by gender

For most questions, the ratings given by male and female NQTs were not significantly different. Male NQTs, however, rated the questions relating to: knowledge, skills and understanding to use information and communications technology; and preparation to take the professional skills tests higher than female NQTs. Conversely, female NQTs rated the questions relating to: helping them to teach pupils with special educational needs; preparation to communicate with parents and carers; and providing them with an understanding of the role of the teacher in relation to Every Child Matters higher than the male NQTs. (A full analysis of responses by gender can be found at: <http://dataprotection.tda.gov.uk/public/page.htm;jsessionid=4586431B406D1A2430D58334E91C9936?to-page=providersNqtSurvey>)

Comparison of 2009 secondary responses by the age of the NQT

For all questions, younger NQTs rated their training higher than older NQTs. (A full analysis of responses by age can be found at <http://dataprotection.tda.gov.uk/public/page.htm;jsessionid=4586431B406D1A2430D58334E91C9936?to-page=providersNqtSurvey>)

NQTs' current employment circumstances

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

- There was little difference in the proportion of primary trained respondents employed in teaching compared with secondary trained respondents (95 per cent compared with 96 per cent), and no change to last year's figures.
- The pattern of employment of primary trained NQTs was different from secondary trained NQTs. For example:
 - Fifty-five per cent of primary trained NQTs had permanent teaching contracts compared with 75 per cent of secondary trained NQTs. A higher percentage of primary trained NQTs had permanent teaching contracts compared with last year (51 per cent). The results for secondary trained NQTs remained unchanged at 75 per cent.
 - Thirty per cent of primary trained NQTs had fixed term teaching contracts compared with 15 per cent of secondary trained NQTs. This was similar to last year (31 per cent and 16 per cent).
 - Ten per cent of primary trained NQTs had teaching supply contracts compared with six per cent of secondary trained NQTs. For primary NQTs this was a significant decrease from last year when the figure was 13 per cent.
- The primary trained NQTs made on average 5.2 applications compared with 7.5 last year, and the secondary trained NQTs made 3.2 compared with 3.8 last year.
- The primary trained NQTs had on average 2.3 interviews compared with 2.2 last year, and the secondary trained NQTs had 2.1 interviews compared with 2.2 last year.
- Fifty-two per cent of primary trained NQTs rated their training as very good or good in helping them to apply confidently for teaching positions compared with 67 per cent of secondary trained NQTs.
- Forty-four per cent of primary trained NQTs indicated that they had another career prior to beginning their teacher training compared with 52 per cent of secondary trained NQTs.

- The pattern of employment of primary trained NQTs showed large regional variations. For example:
 - Seventy-three per cent of NQTs trained in London had permanent teaching posts compared with 33 per cent trained in the North East. This was a similar result to last year (71 per cent compared with 32 per cent).
 - Forty-five per cent of NQTs trained in the North East had fixed term teaching contracts compared with 14 per cent trained in London.
 - Twenty per cent of NQTs trained in the South West had teaching supply contracts compared with four per cent in the Eastern region.
- The pattern of employment of secondary trained NQTs showed some regional variations, although not as large as primary. For example:
 - Sixty-five per cent of NQTs trained in the North West had permanent contracts compared with 85 per cent in the Eastern region.
 - Twenty-two per cent of NQTs trained in the North West had fixed term contracts compared with 10 per cent trained in the Eastern region.
 - Nine per cent of NQTs trained in the North West region had teaching supply contracts compared with three per cent trained in the East Midlands.
- Twenty-five per cent of primary trained NQTs indicated that they were employed in a school in which they trained compared with 32 per cent of secondary trained NQTs.
- Eighteen per cent of primary trained NQTs indicated that they relocated to take up their current teaching position compared with 24 per cent of secondary trained NQTs.
- Forty-three per cent of primary trained NQTs considered they were working in a school facing challenging circumstances compared with 48 per cent of secondary trained NQTs.

NQTs' induction status and experiences

Eighty-six per cent of primary trained NQTs indicated they had started their induction compared with 93 per cent of secondary trained NQTs.

For those NQTs who had started their induction:

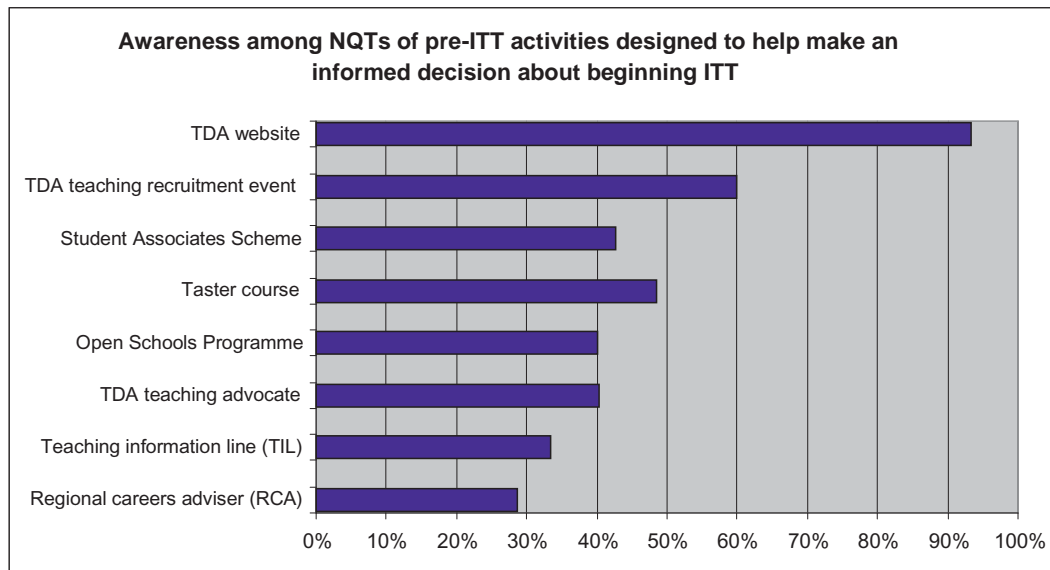
- Ninety-six per cent of primary and secondary trained NQTs indicated they were getting 10 ten per cent free time in addition to planning, preparation and assessment (PPA) time.
- Eighty-nine per cent of primary, and 85 per cent of secondary, trained NQTs indicated they had a personalised programme of planned professional development.
- Ninety-eight per cent of primary and secondary trained NQTs indicated they had the support of an induction tutor.
- Ninety-eight per cent of primary, and 97 per cent of secondary, trained NQTs indicated they were receiving observations followed by reviews with their induction tutor.
- Ninety-one per cent of primary, and 88 per cent of secondary, trained NQTs indicated they had a career entry and development profile.

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

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

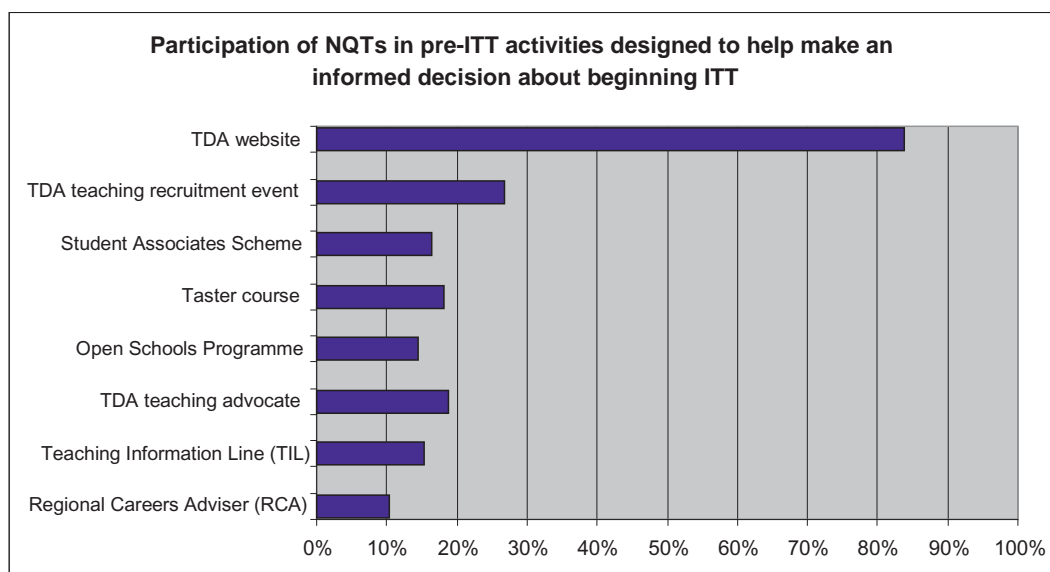
Graph 26 shows the levels of awareness among NQTs of the pre-ITT activities designed to help them make an informed decision to begin ITT.

Graph 26 (pre-ITT activities)



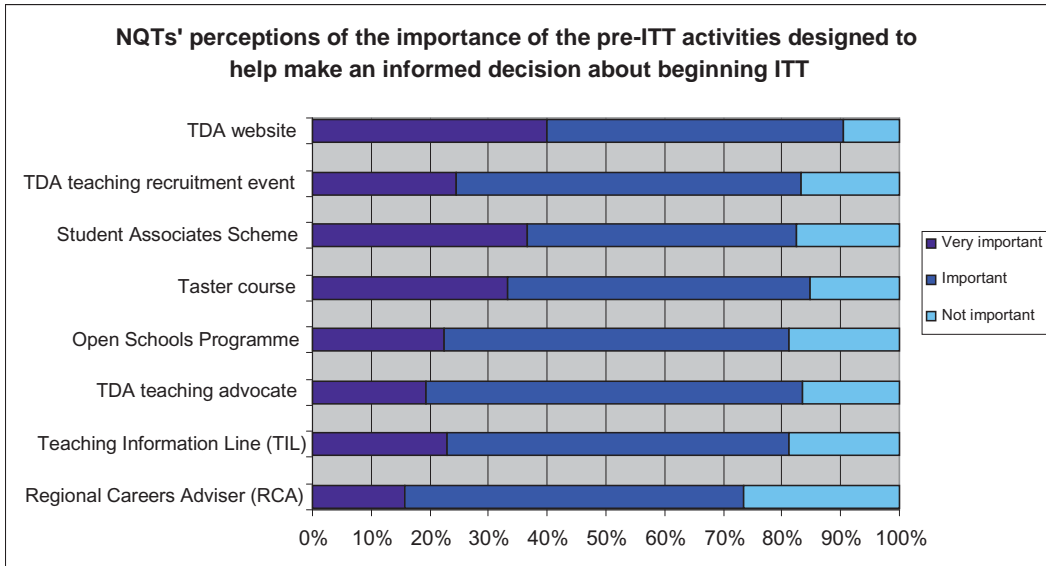
Graph 27 shows the participation rates of NQTs in these activities.

Graph 27 (pre-ITT activities)



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

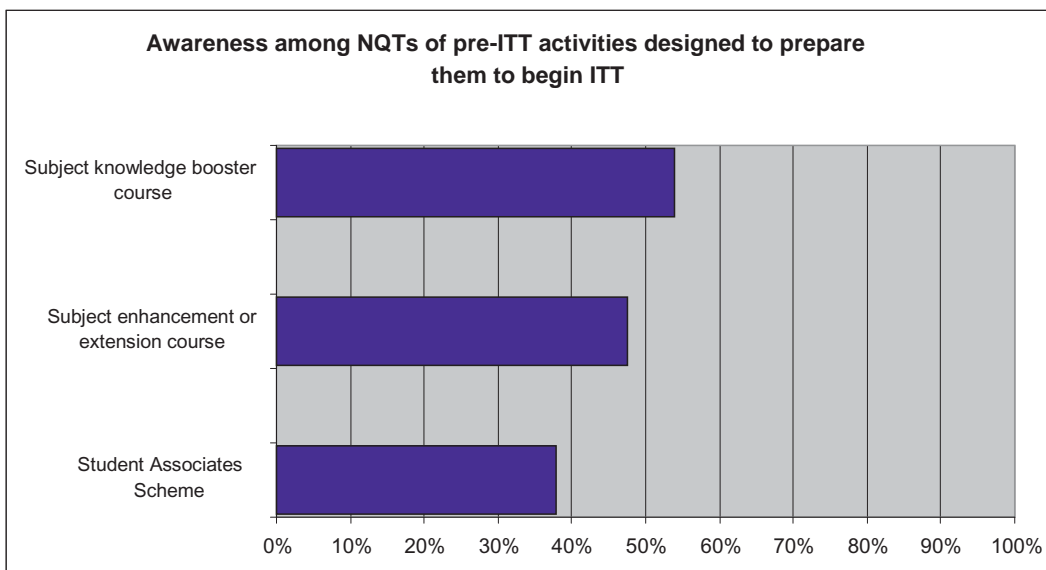
Graph 28 (pre-ITT activities)



Activities designed to prepare NQTs to begin their ITT programme

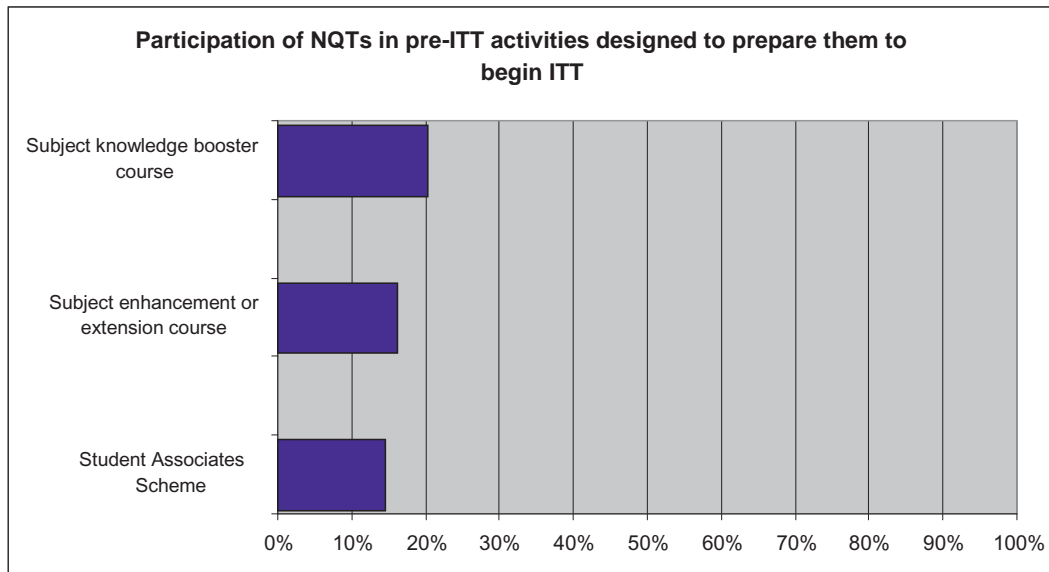
Graph 29 shows the levels of awareness among NQTs of the pre-ITT activities designed to prepare them to begin their ITT programme.

Graph 29 (pre-ITT activities)



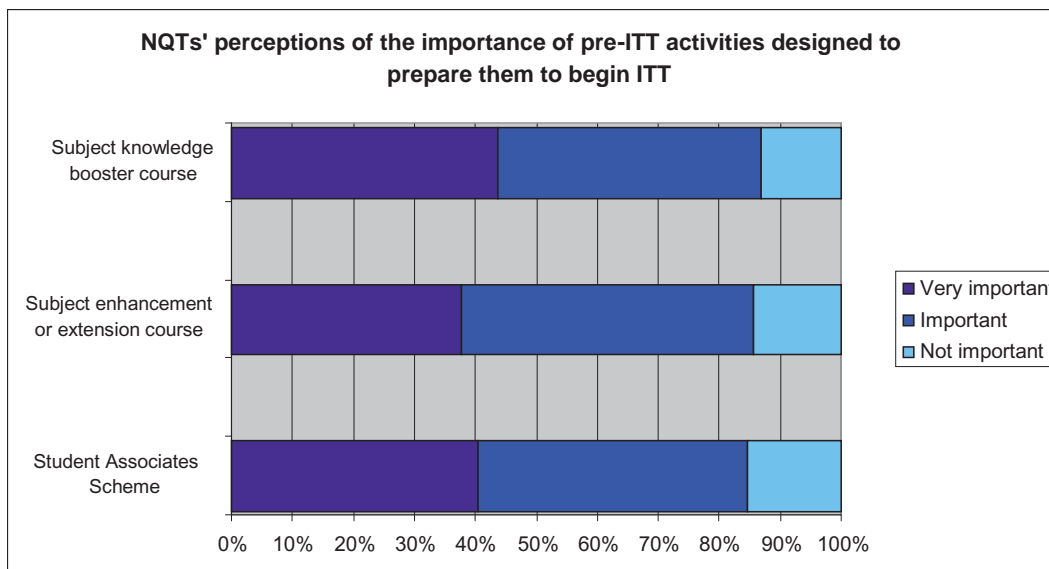
Graph 30 shows the participation rates of NQTs in these activities.

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)



■  **The newly qualified teacher survey 2009**

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. helping you to teach pupils with special educational needs in your classes, with appropriate support?	<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? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| t. preparing you to teach reading including phonics and comprehension? (primary NQTs only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| u. preparing you to take the professional skills tests? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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. E-safety

- | | Yes | No |
|---|--------------------------|--------------------------|
| a. Do you have the necessary knowledge and understanding of e-safety issues with regards to the risks to children and young people? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Do you have the skills to use this knowledge and understanding within your teaching? | <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. Regional careers adviser (RCA) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Teaching Information Line (TIL) by 'phone/online | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. TDA 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 teaching recruitment event | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ h. TDA website | <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 TDA 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. Primary modern languages (primary NQTs only)

	None	French	German	Italian	Spanish	Other
a. Which language(s) are you currently teaching (30 minutes or more per week)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. On which TDA programme were you trained?	<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"/>

N/A Yes No

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

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 (including the application for 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 (including the interview for 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"/>

Very good Good Adequate Poor

f. How good was your training in helping you to apply confidently for teaching positions (eg support with job applications and interviews)?

N/A Yes No

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

h. Did you have a career (other than student) prior to beginning teacher training?

If yes, what was your previous career?

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10. Induction	N/A	Yes	No
a. Have you started your induction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is your school providing you with:			
i. 10 per cent free time in addition to planning, preparation and assessment (PPA) time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. a personalised programme of planned professional development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. the support of an induction tutor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. observations followed by reviews with your induction tutor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. the career entry and development profile?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 or induction, please do so below (please write clearly in BLOCK CAPITALS).

Training

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.....

Induction

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.....

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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 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.

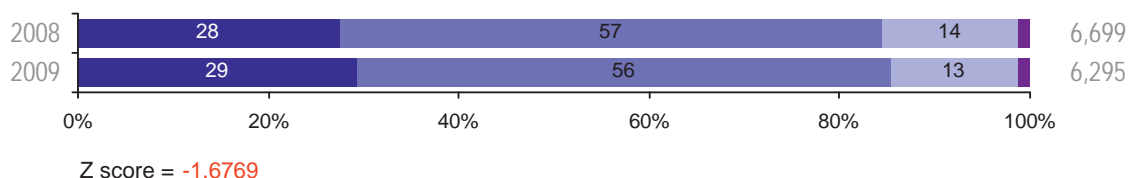
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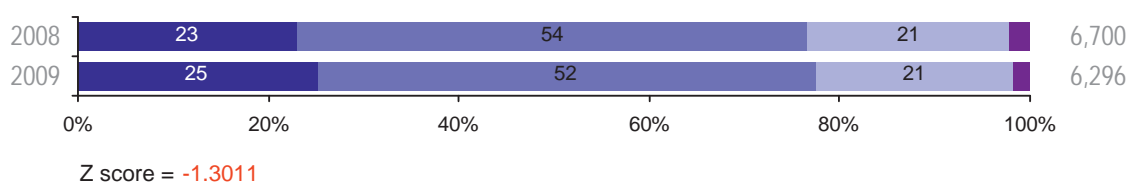
**Figure 101 The newly qualified teacher survey
Primary courses.**

Q 1 How NQTs rated:

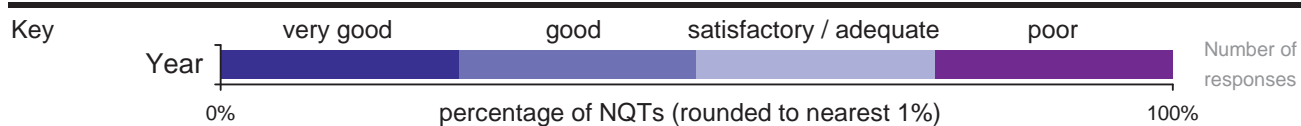
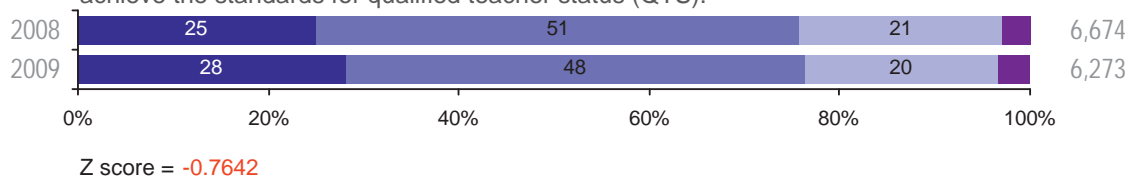
a the overall quality of their training.



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



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

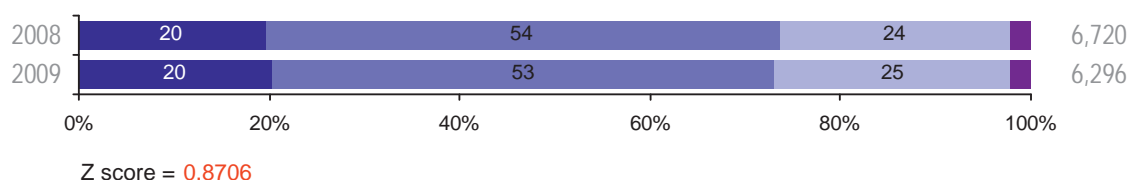


Reference: 2009 / 101 / 1

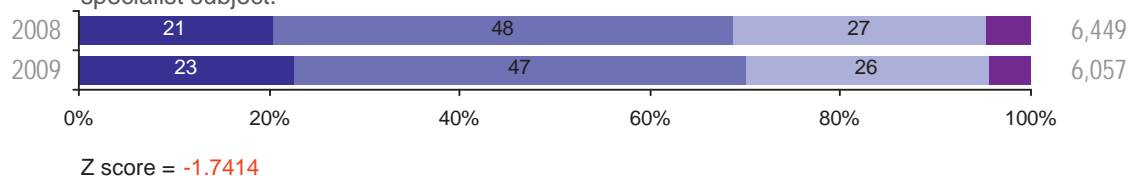
**Figure 102 The newly qualified teacher survey
Primary courses.**

Q 2 How NQTs rated their training in:

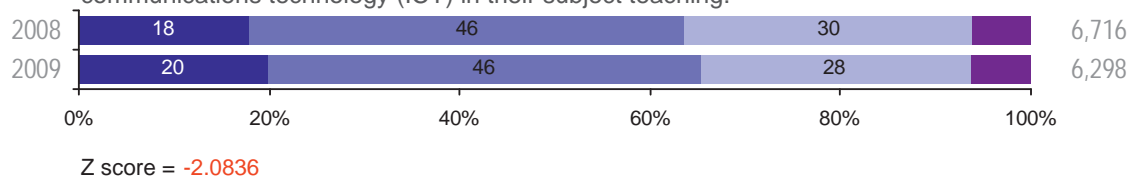
a helping them understand the National Curriculum.



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

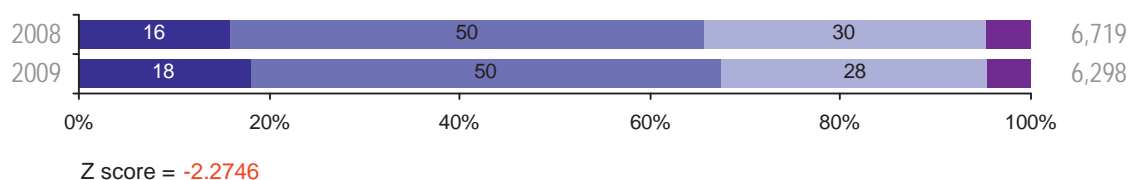


c providing them with the knowledge, skills and understanding to use information and communications technology (ICT) in their subject teaching.

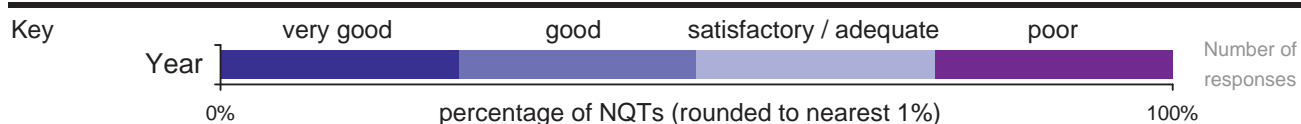


At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

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

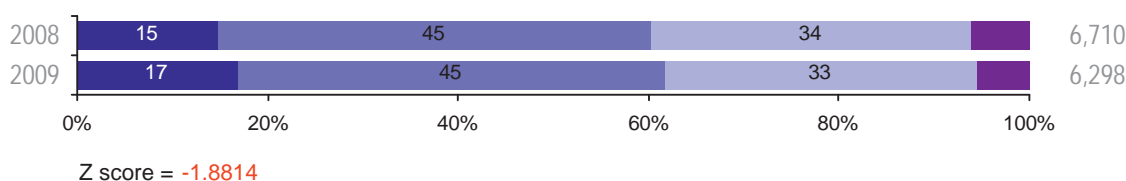


At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

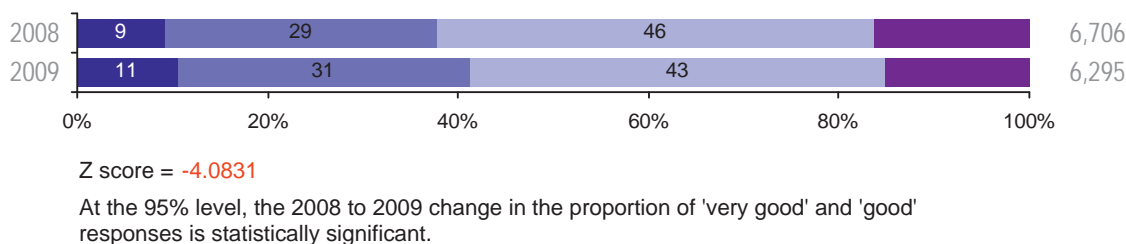


Reference: 2009 / 102 / 1

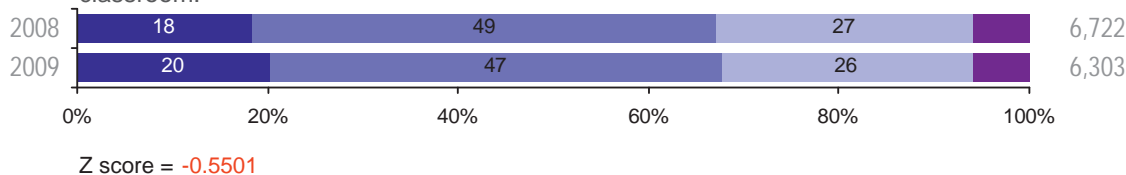
e preparing them to teach learners of different abilities.



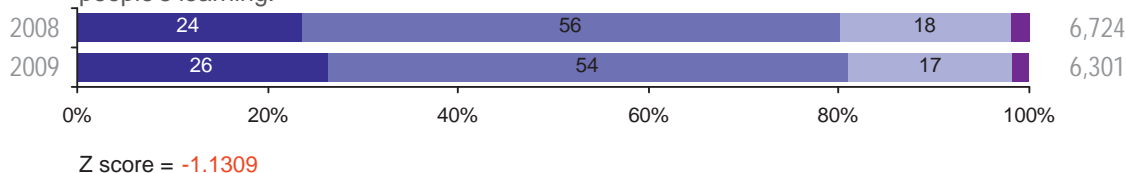
f preparing them to teach learners from minority ethnic backgrounds.



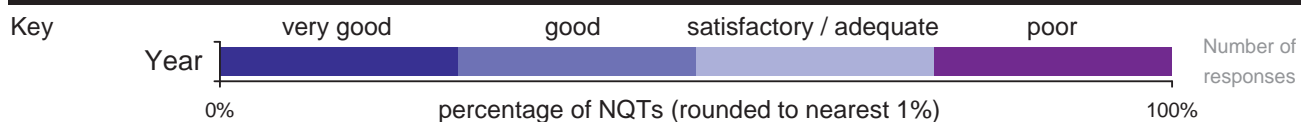
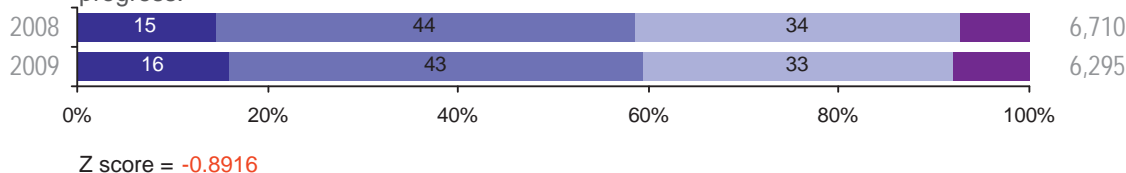
g helping them to establish and maintain a good standard of behaviour in the classroom.



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.



Reference: 2009 / 102 / 2

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



Z score = **-4.2284**

At the 95% level, the 2008 to 2009 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 = **-6.2625**

At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

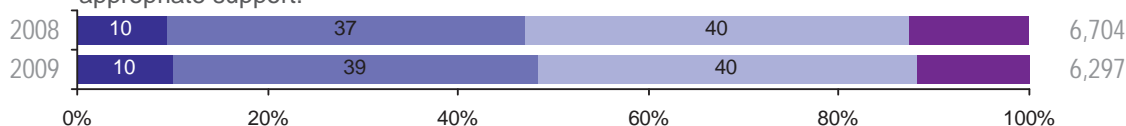
l preparing them to share responsibility for their continuing professional development (CPD).



Z score = **-7.4153**

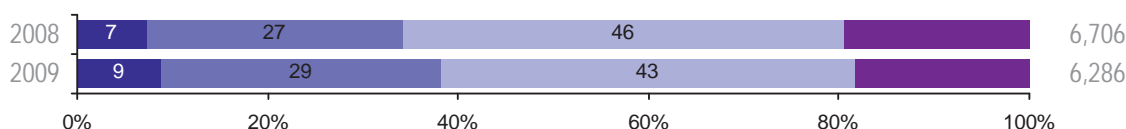
At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

m helping them to teach pupils with special educational needs in their classes, with appropriate support.



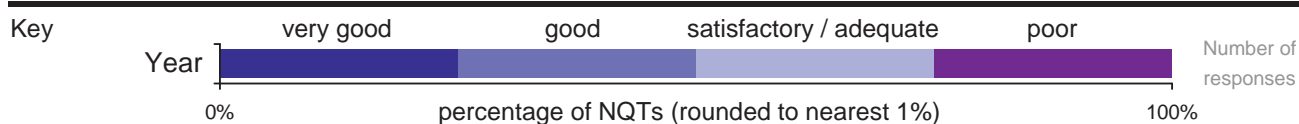
Z score = **-1.7435**

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

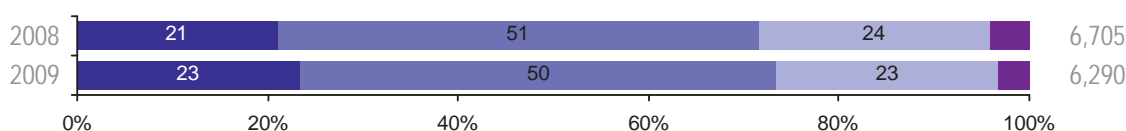


Z score = **-4.6785**

At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.



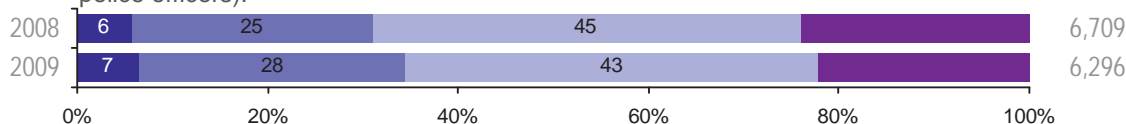
- o **new in 2005** preparing them to work with teaching colleagues as part of a team.



Z score = **-2.2945**

At the 95% level, the 2008 to 2009 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).



Z score = **-3.8360**

At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



Z score = **-1.9920**

At the 95% level, the 2008 to 2009 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 = **-3.9034**

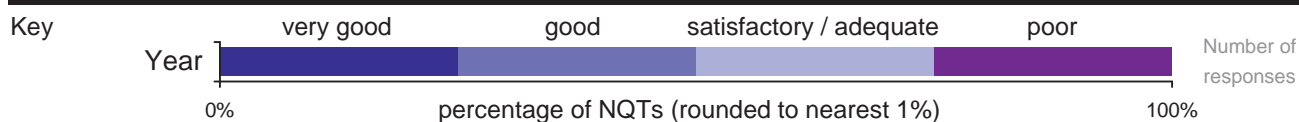
At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



Z score = **-6.9277**

At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.



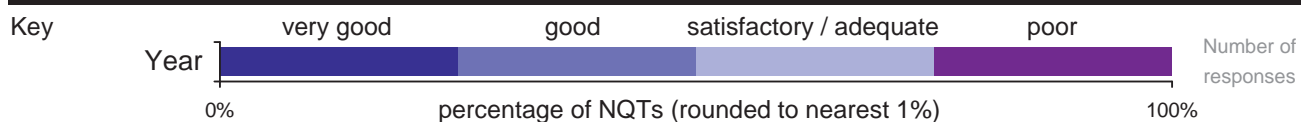
t **new in 2007** preparing them to teach reading including phonics and comprehension.
(primary NQTs only)



Z score = -6.3333

At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

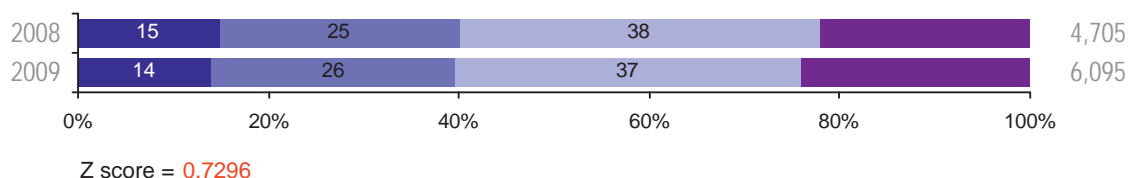
u **new in 2009** preparing them to take the professional skills tests.



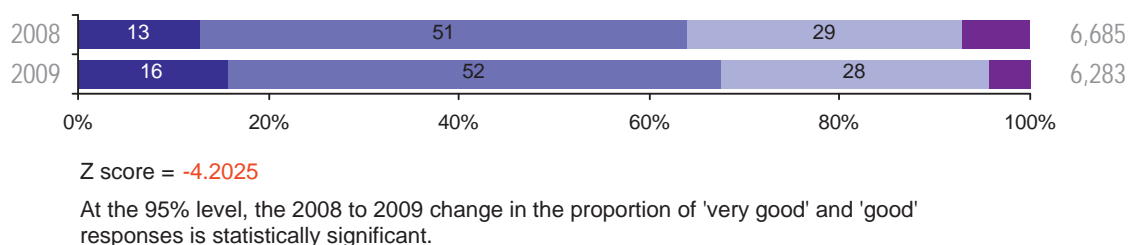
**Figure 102 The newly qualified teacher survey
Primary courses.**

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

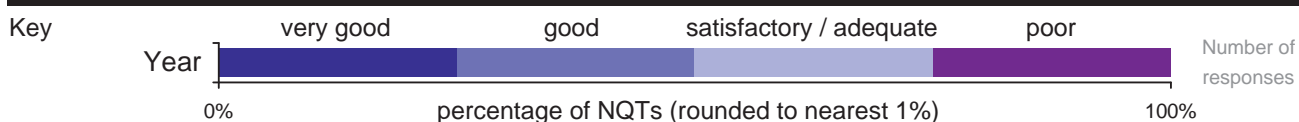
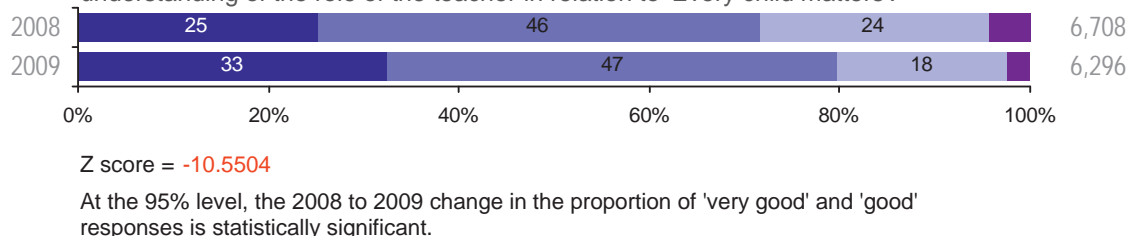
a **new in 2004** the foundation stage. (foundation and primary NQTs only)



b i **new in 2006** the primary national strategy overall. (foundation and primary 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'.

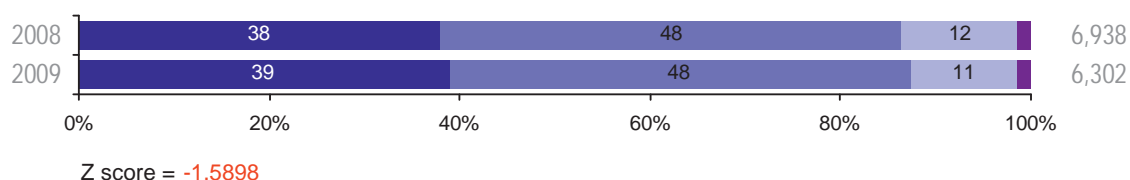


Reference: 2009 / 102 / 6

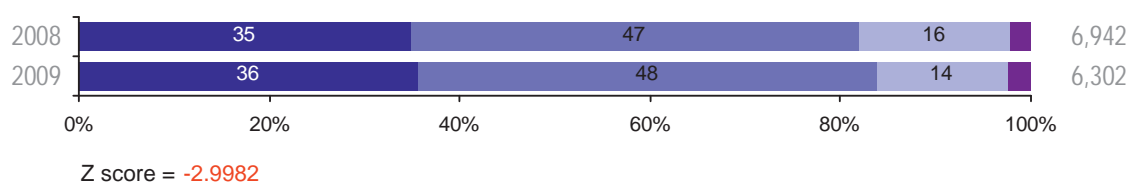
Figure 201 The newly qualified teacher survey
Secondary * courses.

Q 1 How NQTs rated:

a the overall quality of their training.

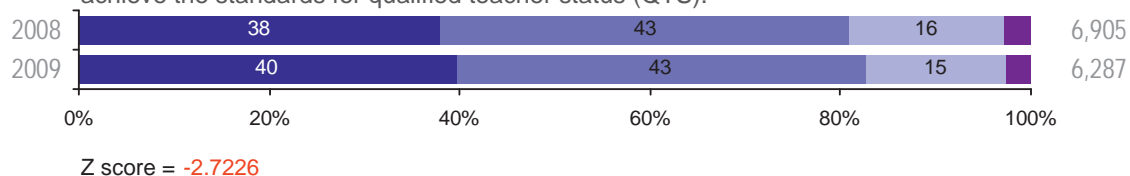


b the overall quality of assessment and feedback they received during their training.

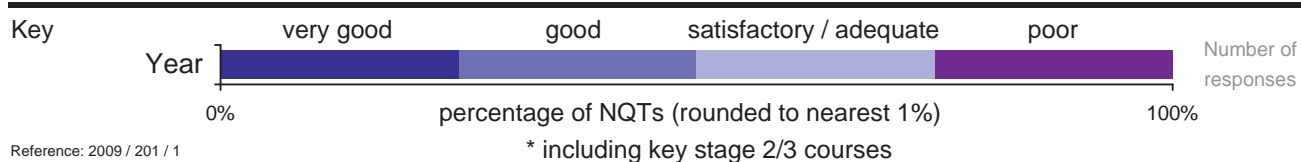


At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

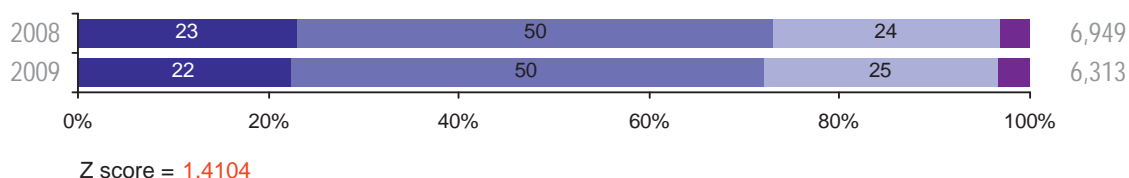


Reference: 2009 / 201 / 1

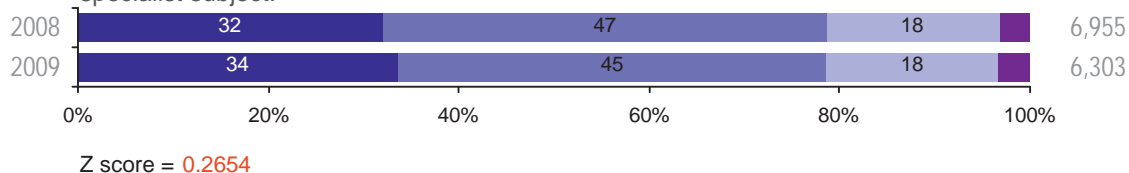
**Figure 202 The newly qualified teacher survey
Secondary * courses.**

Q 2 How NQTs rated their training in:

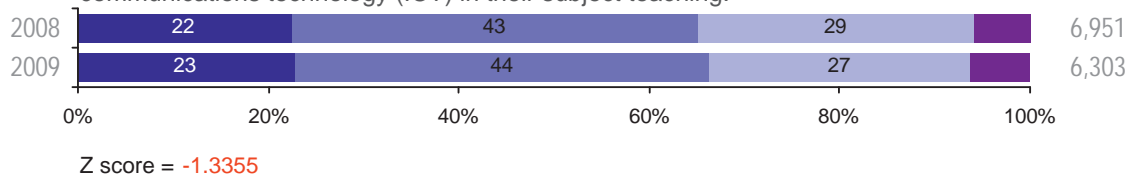
a helping them understand the National Curriculum.



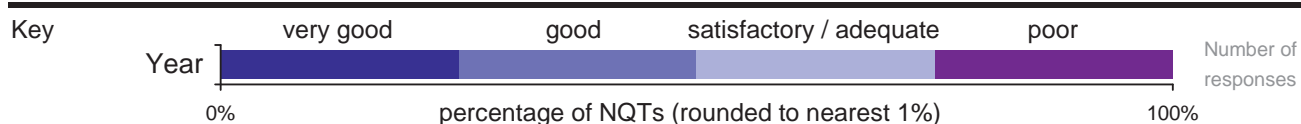
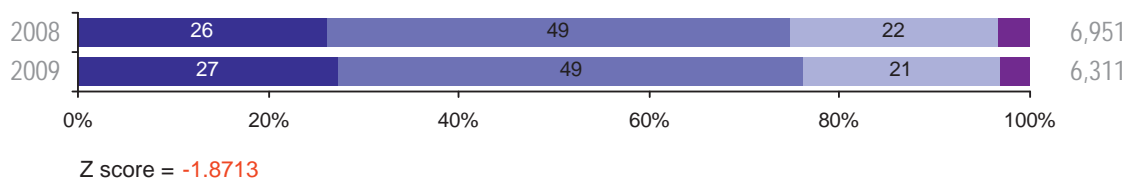
b providing them with the relevant knowledge, skills and understanding to teach their specialist subject.



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

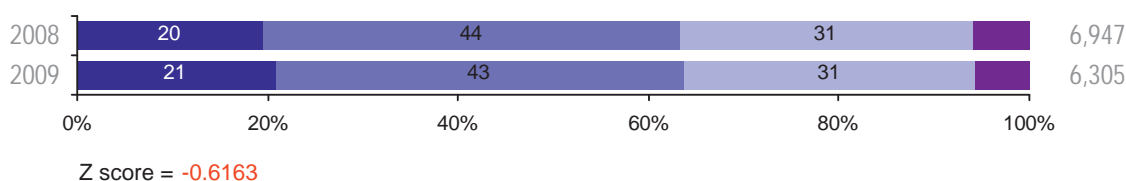


d helping them plan their teaching to achieve progression for learners.

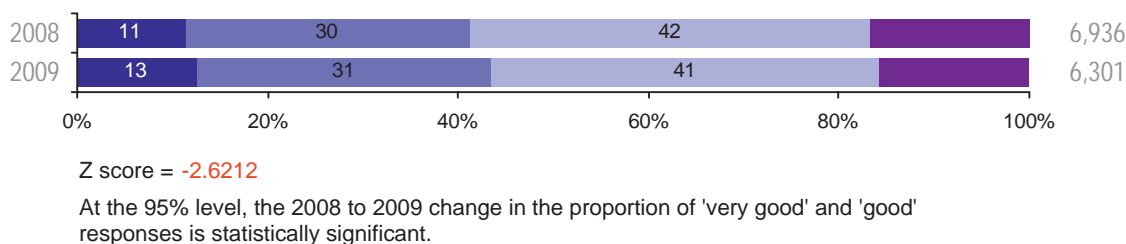


Reference: 2009 / 202 / 1

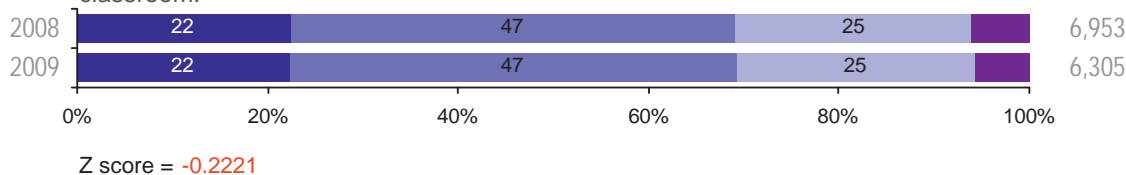
e preparing them to teach learners of different abilities.



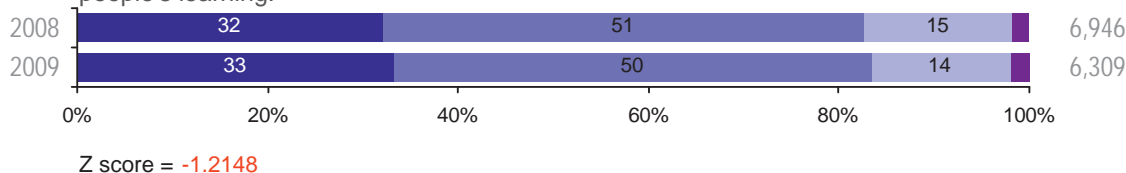
f preparing them to teach learners from minority ethnic backgrounds.



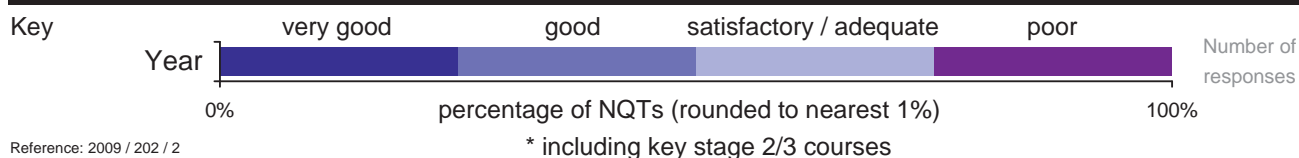
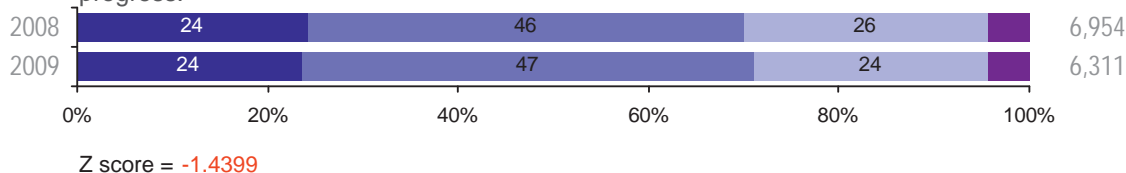
g helping them to establish and maintain a good standard of behaviour in the classroom.



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

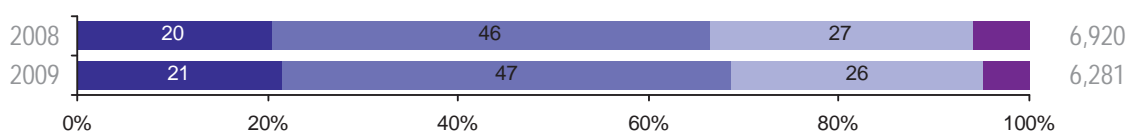


i helping them to understand how to monitor, assess, record and report learners' progress.



Reference: 2009 / 202 / 2

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



Z score = -2.6673

At the 95% level, the 2008 to 2009 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 = -4.2563

At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

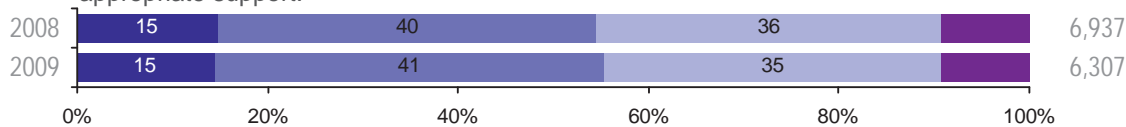
l preparing them to share responsibility for their continuing professional development (CPD).



Z score = -3.9025

At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

m helping them to teach pupils with special educational needs in their classes, with appropriate support.

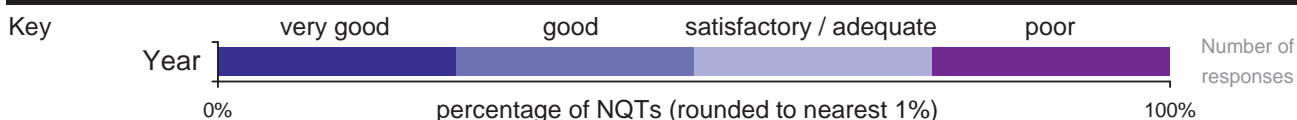


Z score = -0.9277

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



Z score = -1.9570



Reference: 2009 / 202 / 3

* including key stage 2/3 courses

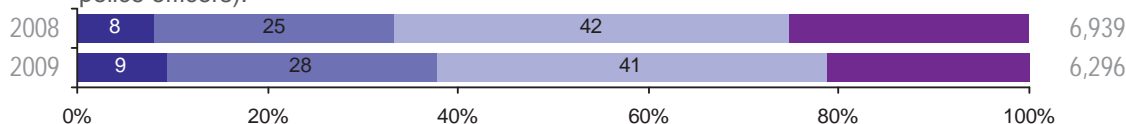
- o **new in 2005** preparing them to work with teaching colleagues as part of a team.



Z score = **-2.5117**

At the 95% level, the 2008 to 2009 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).



Z score = **-5.5472**

At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



Z score = **-3.1240**

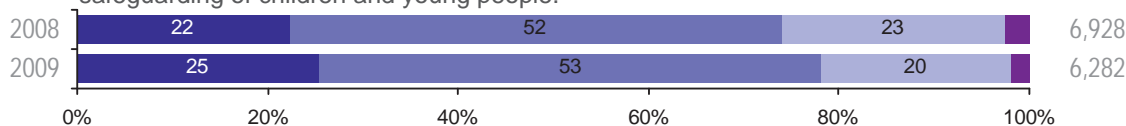
At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

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



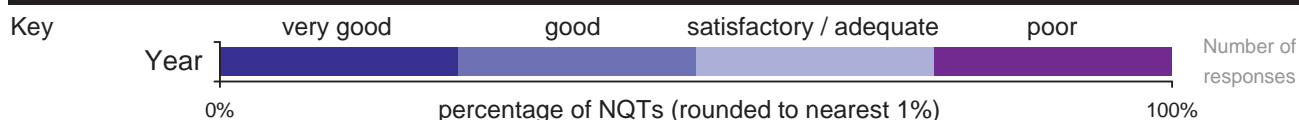
Z score = **-1.6104**

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



Z score = **-5.4740**

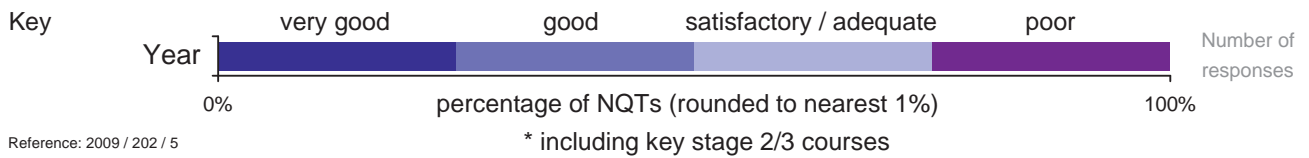
At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.



Reference: 2009 / 202 / 4

* including key stage 2/3 courses

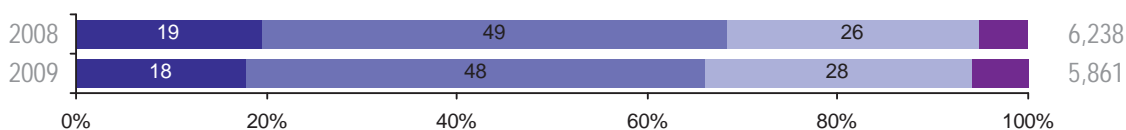
u **new in 2009** preparing them to take the professional skills tests.



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

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

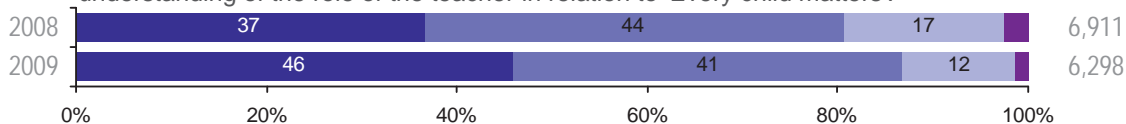
c i **new in 2006** the secondary national strategy overall. (key stage 2/3 and secondary NQTs only)



Z score = 2.6245

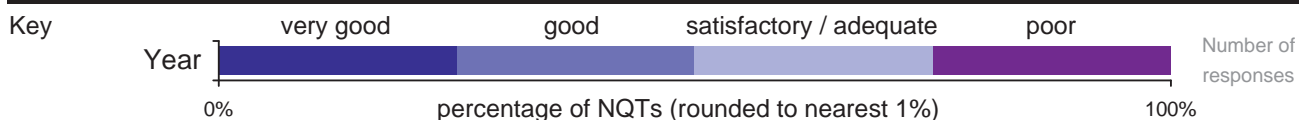
At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.

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 = -9.2999

At the 95% level, the 2008 to 2009 change in the proportion of 'very good' and 'good' responses is statistically significant.



Reference: 2009 / 202 / 6

* including key stage 2/3 courses

Appendix 3

List of abbreviations and acronyms

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

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