



Department  
for Education

# **Newly Qualified Teachers: Annual Survey 2013**

## **Sector level summary**

### **Research Report**

#### **November 2013**

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# Executive Summary

## Introduction

From February to May 2013, the National College for Teaching and Leadership (NCTL) surveyed newly qualified teachers (NQTs) who had successfully completed their initial teacher training (ITT) in England during the 2011/12 academic year.

Newly qualified teachers were invited to complete an online questionnaire. The survey asked them to:

- assess the quality of their initial teacher training in a number of key areas;
- tell us about their induction experiences; and
- tell us about their current employment circumstances.

A summary of the key findings are included in this report. Where initial teacher training providers received more than eleven responses from NQTs trained at their institution, a comparison against sector level responses is available in pdf format at the following link: <http://dataprovion.education.gov.uk/public>

Around 6,700 NQTs completed and submitted an online questionnaire, a response rate of 20 per cent. The NQTs who responded were broadly representative of the total NQT population (approximately 33,000) who completed their training and were awarded qualified teacher status in the 2011/12 academic year.

## Key findings

### Amongst primary trained NQTs

- Ninety per cent gave a very good or good rating when asked about the overall quality of their training; a small increase compared with the 2012 survey and a continuation of a positive trend since the 2010 survey (when 84 per cent of respondents rated the overall quality of their training as very good or good). Forty-six per cent rated the overall quality as very good; an increase of nine percentage points compared with the 2012 survey and the highest proportion of respondents rating their training as very good for ten years.
- Of the 18 questions common to the 2013 and 2012 survey, all received higher ratings than last year. Changes ranged from one percentage point (not statistically significant) to 17 percentage points (statistically significant), for the question about preparation to teach systematic synthetic phonics.
- The survey included a number of questions around the preparation to teach reading and writing (an area that providers have been encouraged to focus on), and responses to all questions this year show significant improvements in satisfaction levels (more detailed analysis can be found in the primary sector analysis section of this report).
- In areas relating to diversity, (preparation to teach pupils: from minority ethnic backgrounds; with English as an additional language; and with special educational needs) there was an increase of ten percentage points in the proportion of very good and good responses.
- There were smaller but statistically significant increases (three to four percentage points) in the proportion of very good and good responses to questions about: helping you to establish and maintain a good standard of behaviour in the classroom; helping you plan your teaching to achieve progression for pupils; preparing you to work with teaching colleagues as part of a team; and preparing you to communicate with parents or carers.
- Analysis of responses by training institution type (higher education institution - HEI, school-centred initial teacher training institution –SCITT and employment-based initial teacher training institution - EBITT) indicated that NQTs trained on SCITT routes gave the highest ratings.

### Amongst secondary trained NQTs

- Ninety-two per cent of secondary trained NQTs rated the quality of their initial teacher training as very good or good; a small but statistically significant increase compared with the 2012 survey and continuation of the positive trend since the 2011 survey, when 87 per cent of respondents rated their training as very good or

good. Fifty-seven per cent of respondents rated the overall quality of their training as very good; an increase of 11 percentage points compared with the 2012 survey and the highest proportion for ten years.

- Of the 12 questions common to the 2012 and 2013 surveys, all received higher ratings than last year. Year on year increases in the proportion of very good and good responses ranged from one percentage point to fifteen percentage points.
- Questions about diversity including: preparation to teach pupils from minority ethnic backgrounds and with English as an additional language; helping to teach pupils with special educational needs; and preparation to teach across the range of abilities received increases in the proportion of very good or good responses ranging from nine to fifteen percentage points.
- There were smaller but statistically significant increases in the proportion of very good and good responses, ranging from four to seven percentage points in areas relating to: helping you to establish and maintain a good standard of behaviour in the classroom; helping you plan your teaching to achieve progression for pupils; preparing you to work with teaching colleagues as part of a team; and preparing you to communicate with parents or carers.
- There were also statistically significant increases of six percentage points in the proportion of very good and good responses to the question about understanding the national curriculum and three percentage points to the question about preparation to teach their specialist subject.

## Primary sector analysis

This section contains an analysis of the responses to the NQT survey 2013 from around 3,570 primary-trained NQTs. Throughout this section the term 'primary-trained NQTs' refers to respondent NQTs who were trained on primary initial teacher training programmes and does not necessarily reflect the phase or age range they were teaching.

For the questions relating to the quality of training, respondents were given four options: very good, good, satisfactory and poor, to rate their training. The measure used throughout this report is the number of very good and good responses expressed as a percentage of the total number of valid responses. Analysing statistically significant<sup>1</sup> changes in comparison to the 2012 survey, and taking into account trends over time, the key findings of the NQT survey 2013 were:

### Overall quality of training

Ninety per cent of respondents rated the overall quality of their training as very good (46 per cent) and good (44 per cent). This was a small increase compared with the 2012 survey, although a continuation of the positive trend since 2010 when 84 per cent of respondents rated their training as very good or good (figure 1).

The biggest change was in the proportion of respondents rating their training as very good (46 per cent compared with 37 per cent in the 2012 survey).

NQTs trained on school-centred training routes (SCITTs) rated their training the highest compared with those on university delivered (HEI) or employment-based (EBITT) routes. (95 per cent of very good or good responses compared with 89 and 90 per cent for HEIs and EBITTs respectively).

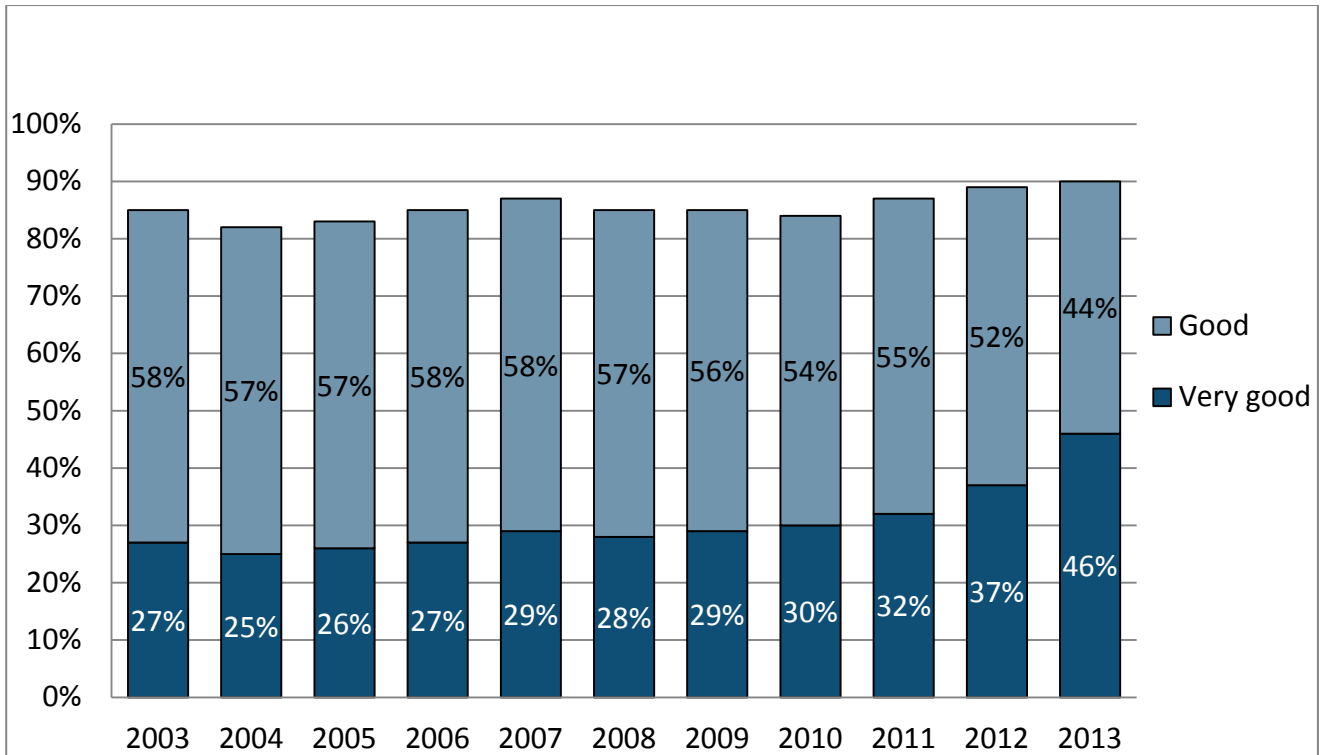
There was no difference in the overall quality of training rating between those NQTs trained on an undergraduate route compared with those trained on a postgraduate route, when comparing the proportion of very good and good responses. There was, however, a significant difference the proportion of postgraduate-trained NQTs rating the overall quality of their training as very good (47 per cent compared with 41 per cent).

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<sup>1</sup> At the 95 per cent level



Figure 1 Primary: Overall quality of training



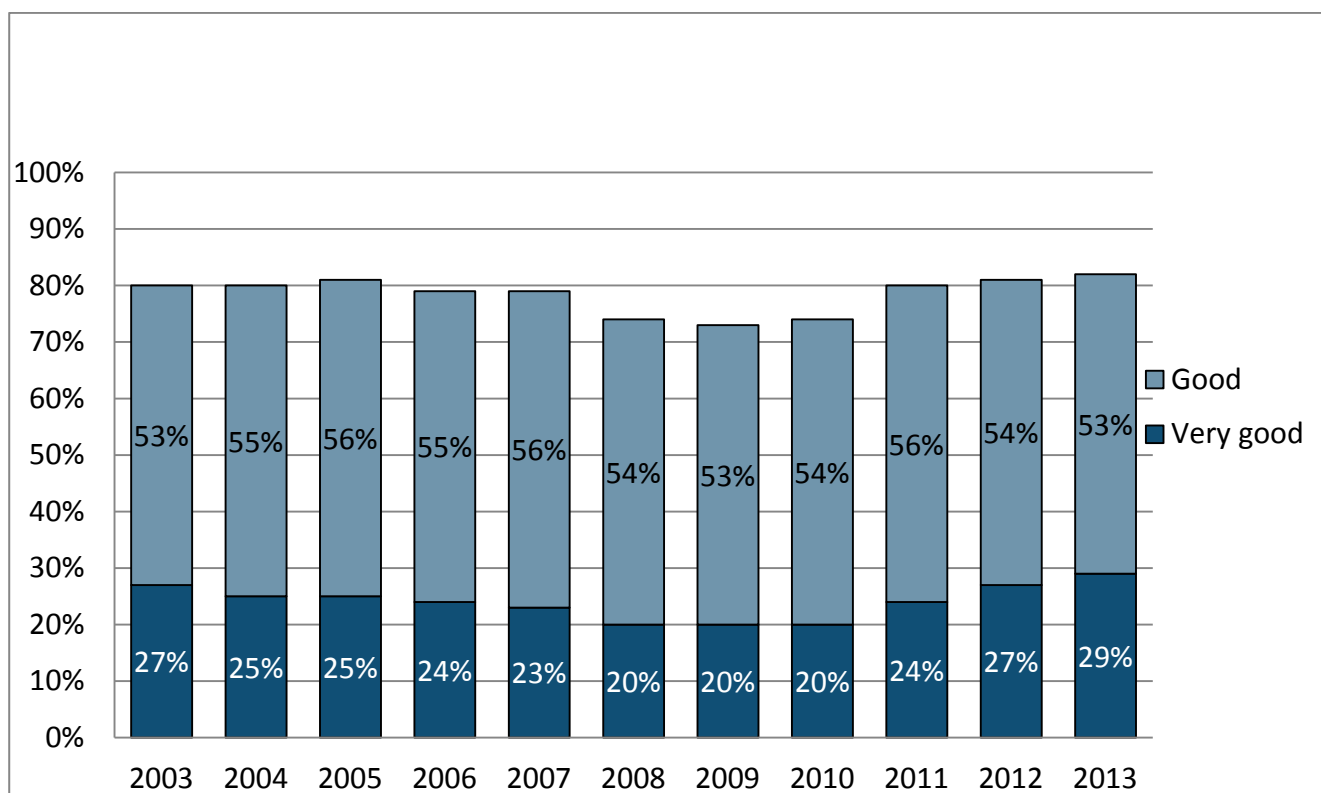
## Subject knowledge

Eighty-two per cent of primary-trained NQTs rated their training as very good or good in **helping them to understand the national curriculum** (figure 2). Compared with the 2012 survey, the increase was not statistically significant, although it continues the positive trend since 2010.

NQTs trained on SCITT routes rated this aspect of their training the highest (92 per cent of very good and good responses) compared with those trained on HEI and EBITT routes (82 and 81 per cent respectively).

NQTs trained on undergraduate routes rated this aspect of their training higher than those on postgraduate routes (86 per cent of very good and good response compared with 81 per cent).

**Figure 2 Primary: How good was your training in helping you to understand the national curriculum?**

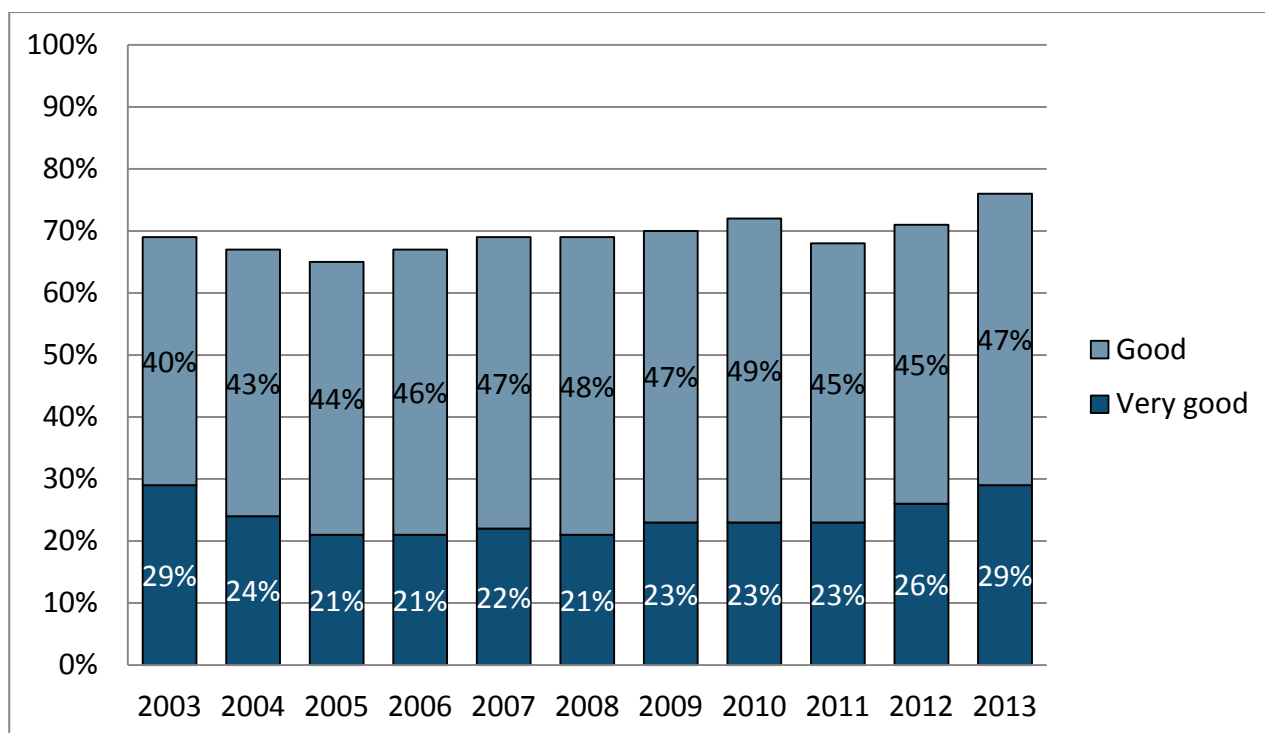


When asked about their ***preparation to teach their specialist subject***, 76 per cent of primary-trained NQTs rated their training as very good or good compared with 71 per cent in the 2012 survey (figure 3). The year on year increase of five percentage points was statistically significant, and continues the positive trend since 2011.

NQTs trained on SCITT routes rated this aspect of their training the highest (82 per cent of very good and good responses) compared with those trained on EBITT and HEI routes (77 and 74 per cent respectively).

NQTs trained on undergraduate routes rated this aspect of their training higher than those on postgraduate routes (78 per cent of very good and good responses compared with 74 per cent).

**Figure 3 Primary: How good was your training in helping you to teach your specialist subject?**



The 2012 survey introduced a supplementary question about **preparation to understand subject knowledge** and in 2013, 87 per cent of primary trained NQTs rated their training as very good or good compared with 84 per cent in 2012. NQTs trained on SCITT routes rated this aspect of their training the highest (93 per cent of very good and good responses) compared with those trained on HEI and EBITT routes (87 and 84 per cent respectively).

The 2013 survey introduced a new question about **preparation to use new technology more effectively to support learning**. Seventy-four per cent of primary-trained NQTs rated this as very good or good. NQTs trained on SCITT routes rated this aspect of their training the highest (86 per cent of very good and good responses) compared with those trained on HEI and EBITT routes (74 and 70 per cent respectively).

NQTs trained on postgraduate routes rated this aspect of their training higher than those trained on undergraduate routes, although the difference was not statistically significant (76 per cent of very good and good responses compared with 73 per cent).

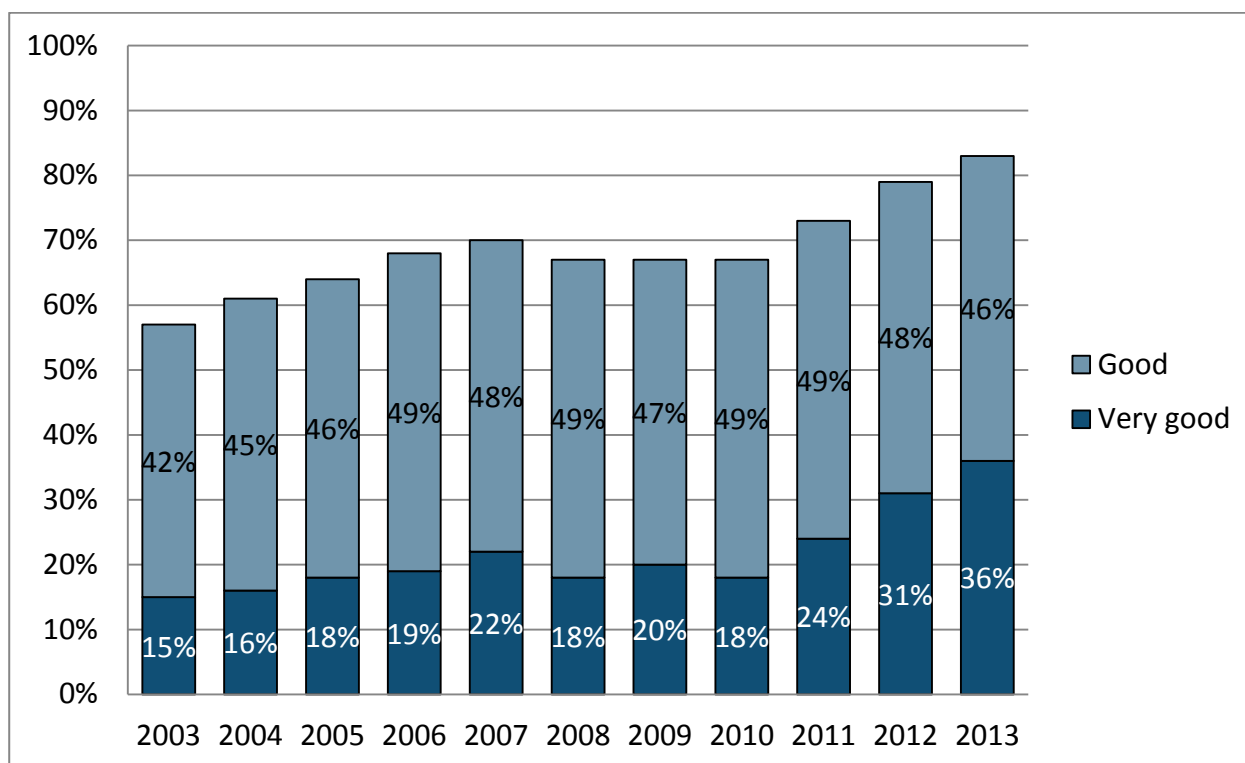
## Teaching and Learning

Eighty-two per cent of primary-trained NQTs rated their training as very good or good in **preparing them to establish and maintain a good standard of behaviour in the classroom** compared with 79 per cent in the 2012 survey (figure 4). This was a statistically significant year on year increase of three percentage points and continued the strong positive trend since 2010.

NQTs trained on SCITT routes rated this aspect of their training the highest (93 per cent of very good and good responses) compared with those trained on EBITT and HEI routes (85 and 80 per cent respectively).

There was no statistically significant difference between the ratings of NQTs trained on postgraduate routes compared with those trained on undergraduate routes.

**Figure 4 Primary: How good was your training in helping you establish and maintain a good standard of behaviour in the classroom?**



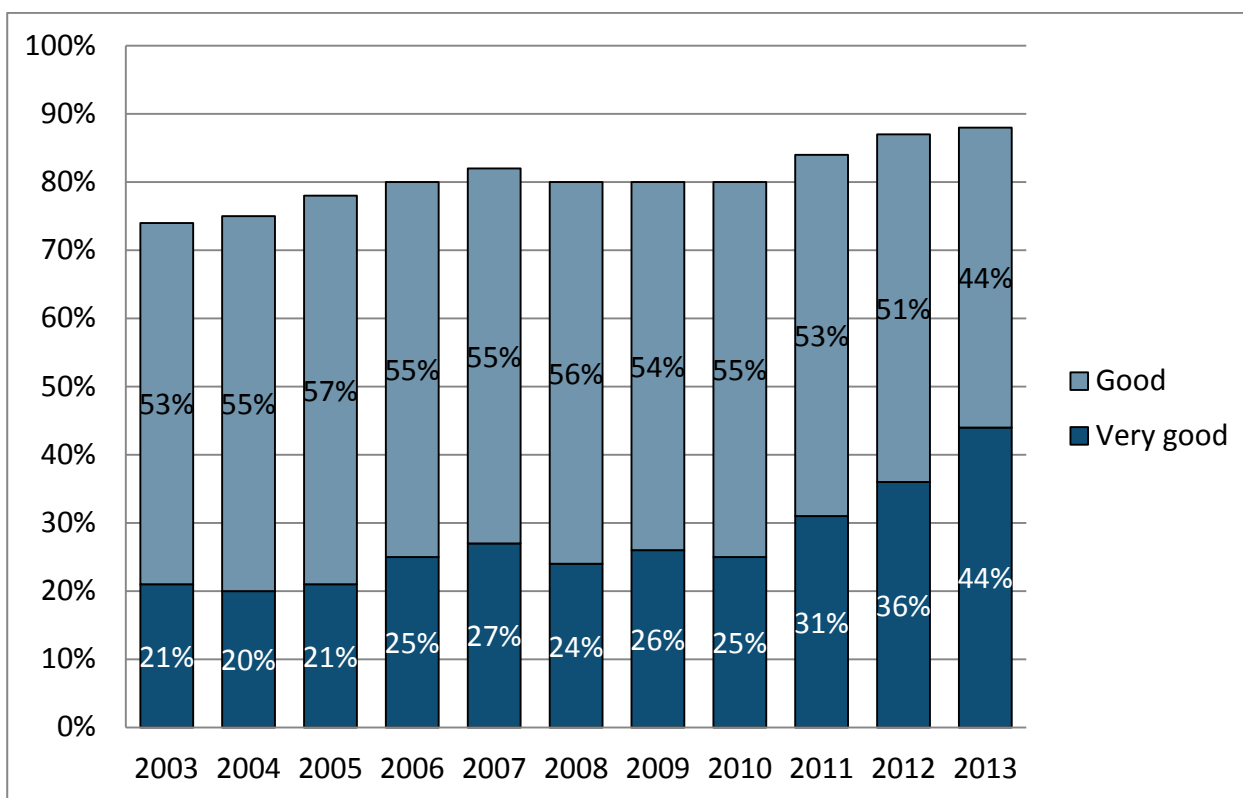
When asked how well their training prepared them **to use a range of teaching methods that promote pupil's learning**, 88 per cent of primary-trained NQTs rated this as very good or good (figure 5). This was a small (not statistically significant) increase on the 2012 survey (87per cent) and a continuation of the positive trend since 2010.

The proportion of very good responses has increased significantly since 2010; going from 25 per cent to 44 per cent in 2013.

NQTs trained on SCITT routes rated this aspect of their training the highest (95 per cent of very good and good responses) compared with those trained on EBITT and HEI routes (89 and 88 per cent respectively).

There was no statistically significant difference between the ratings of NQTs trained on postgraduate routes compared with those trained on undergraduate routes.

**Figure 5 Primary: How good was your training in helping you use a range of teaching methods that promote pupil’s learning?**



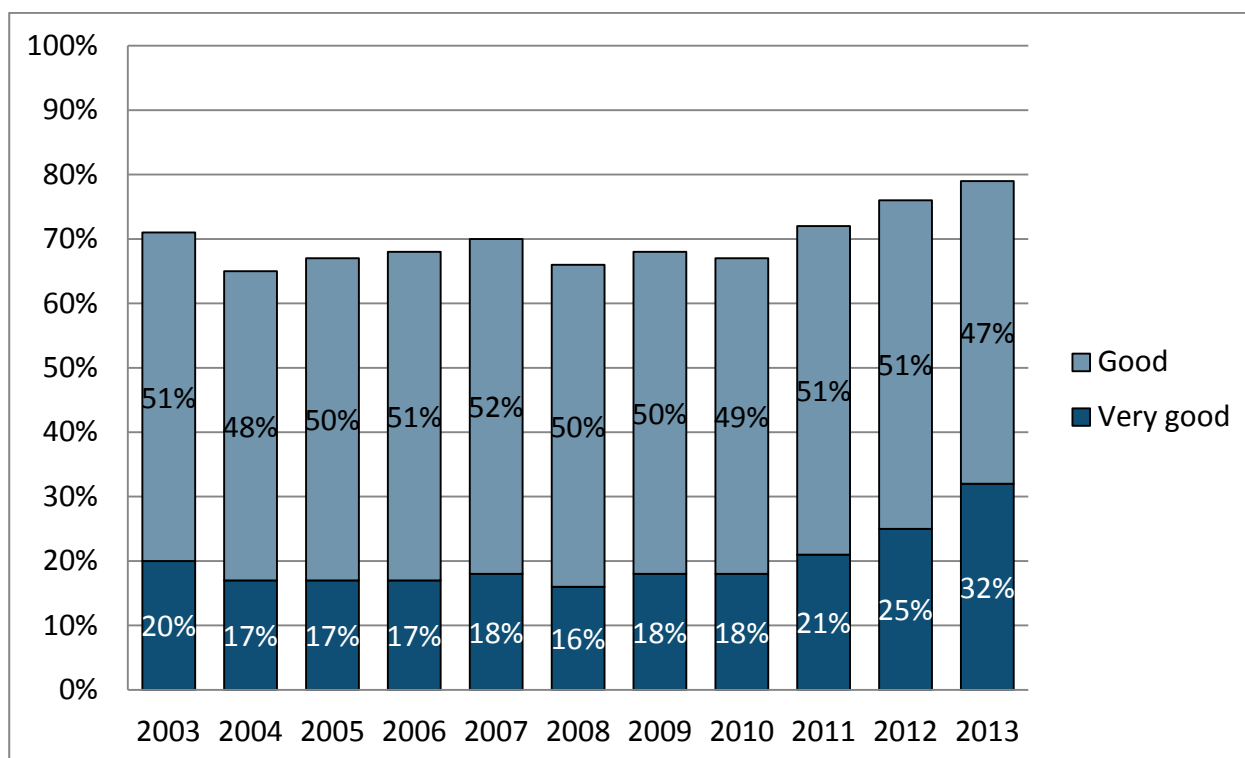
There was a statistically significant increase in primary-trained NQTs’ responses to the question about *helping them to plan their teaching to achieve progression for pupils* (figure 6). Seventy-nine per cent of respondents rated this aspect of their training as very good or good compared with 76 per cent in 2012. This continues the strong positive trend since 2010, when 67 per cent of NQTs rated this as very good (18 per cent) or good (49 per cent).

The increase in the proportion of NQTs rating this as very good increased significantly by seven percentage points between 2012 and 2013 (32 per cent compared with 25 per cent).

NQTs trained on SCITT routes rated this aspect of their training the highest (90 per cent of very good and good responses) compared with those trained on EBITT and HEI routes (80 and 76 per cent respectively).

There was no statistically significant difference between the ratings of NQTs trained on postgraduate routes compared with those trained on undergraduate routes.

**Figure 6 Primary: How good was your training in helping you plan your teaching to achieve progression for pupils?**



The 2012 survey included a new question about ***preparation to understand pedagogy***. In 2013, 87 per cent of primary-trained NQTs rated this aspect of their training as very good or good compared with 85 per cent in the 2012 survey.

NQTs trained on SCITT routes rated this aspect of their training the highest (93 per cent of very good and good responses) compared with those trained on HEI and EBITT routes (86 and 82 per cent respectively).

There was no statistically significant difference between the ratings of NQTs trained on postgraduate routes compared with those trained on undergraduate routes.

## **Preparation to teach reading, comprehension and writing**

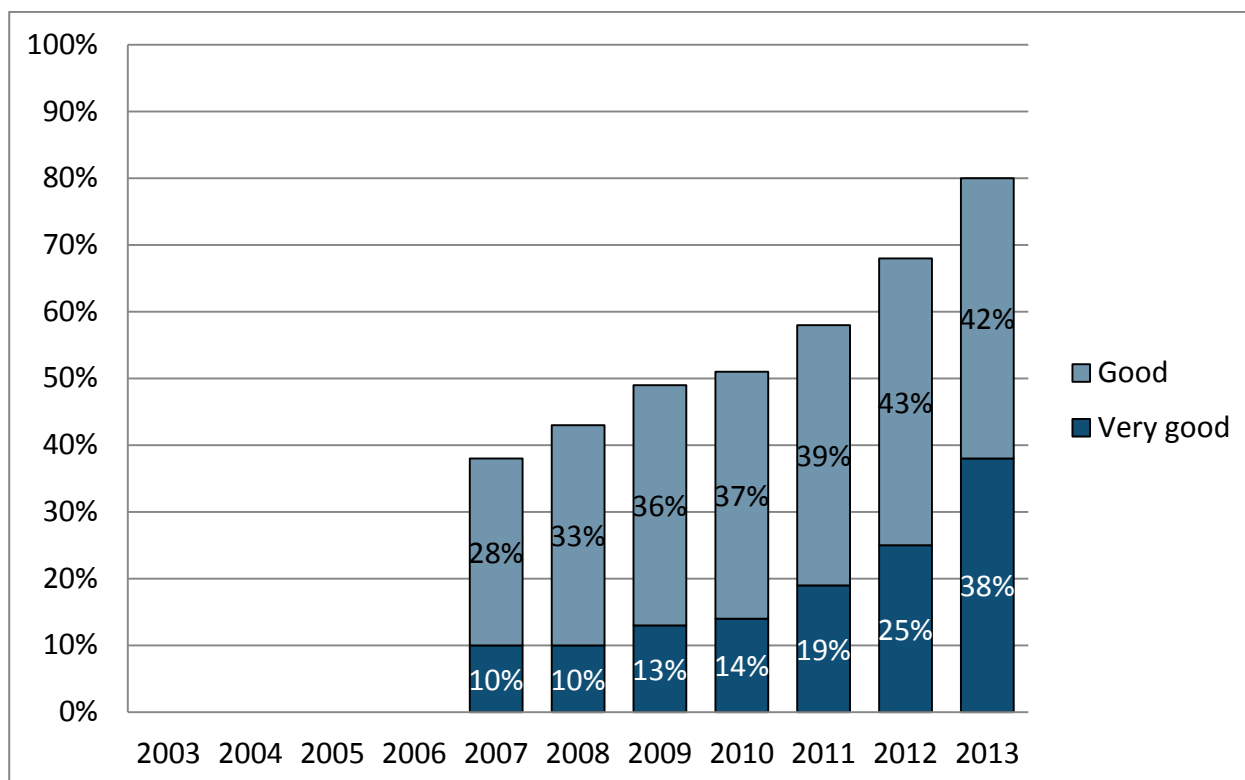
Primary-trained NQTs were asked to rate the quality of their training in ***preparing them to teach reading, including phonics and comprehension*** (figure 7). Eighty per cent of respondents rated this as very good or good, a statistically significant increase of 12 percentage points since the 2012 survey; and the continuation of a strong positive trend since the question was introduced in 2007.

The 2013 responses included a statistically significant increase in the proportion of NQTs rating this aspect of their training as very good (38 per cent in 2013 compared with 25 per cent in 2012 and 19 per cent in 2013).

NQTs trained on SCITT routes rated this aspect of their training the highest (84 per cent of very good and good responses) compared with EBITT and HEI trained NQTs (83 per cent and 79 per cent respectively).

NQTs trained on postgraduate routes rated this aspect of their training higher than those trained on undergraduate routes (81 per cent of very good and good responses compared with 77 per cent).

**Figure 7 Primary: How good was your training in helping you to teach reading including phonics and comprehension?**

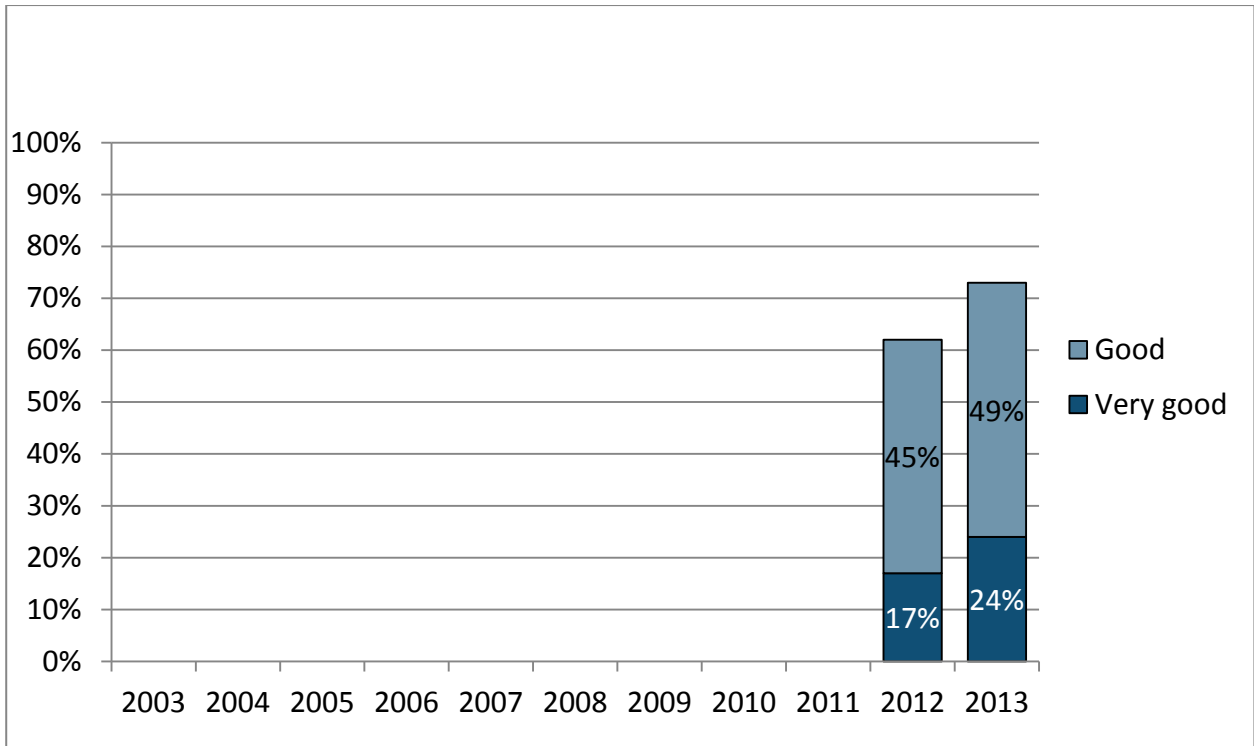


A number of supplementary questions were introduced in the 2012 survey; the first relating to **preparation to teach writing** (figure 8). Seventy-three per cent of respondents rated this aspect of their training as very good or good compared with 62 per cent in 2012; a statistically significant increase of 11 percentage points.

NQTs trained on SCITT routes rated this aspect of their training the highest (84 per cent of very good and good responses) compared with EBITT and HEI trained NQTs (75 per cent and 72 per cent respectively).

There was no statistically significant difference between the ratings of NQTs trained on postgraduate routes compared with those trained on undergraduate routes.

Figure 8 Primary: How good was your training in preparing you to teach writing?



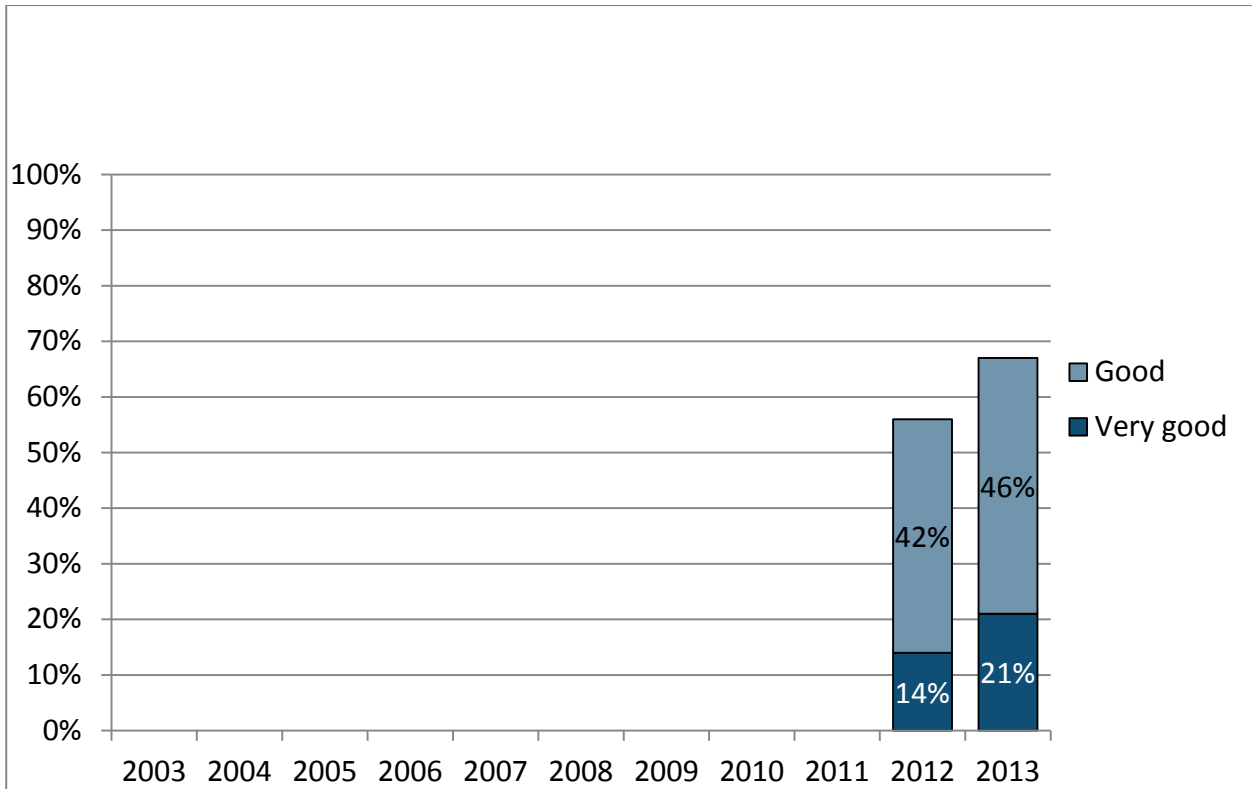
The second supplementary question asked about ***preparation to teach language comprehension***. Sixty-seven per cent of respondents rated this aspect of their training as very good or good compared with fifty-six per cent in 2012; a statistically significant increase of 11 percentage points.

NQTs trained on SCITT routes rated this aspect of their training the highest (78 per cent of very good and good responses) compared with EBITT and HEI trained NQTs (68 per cent and 65 per cent respectively).

NQTs trained on postgraduate routes rated this aspect of their training higher than those trained on undergraduate routes (68 per cent of very good and good responses compared with 64 per cent).



Figure 9 Primary: How good was your training in preparing you to teach language comprehension?

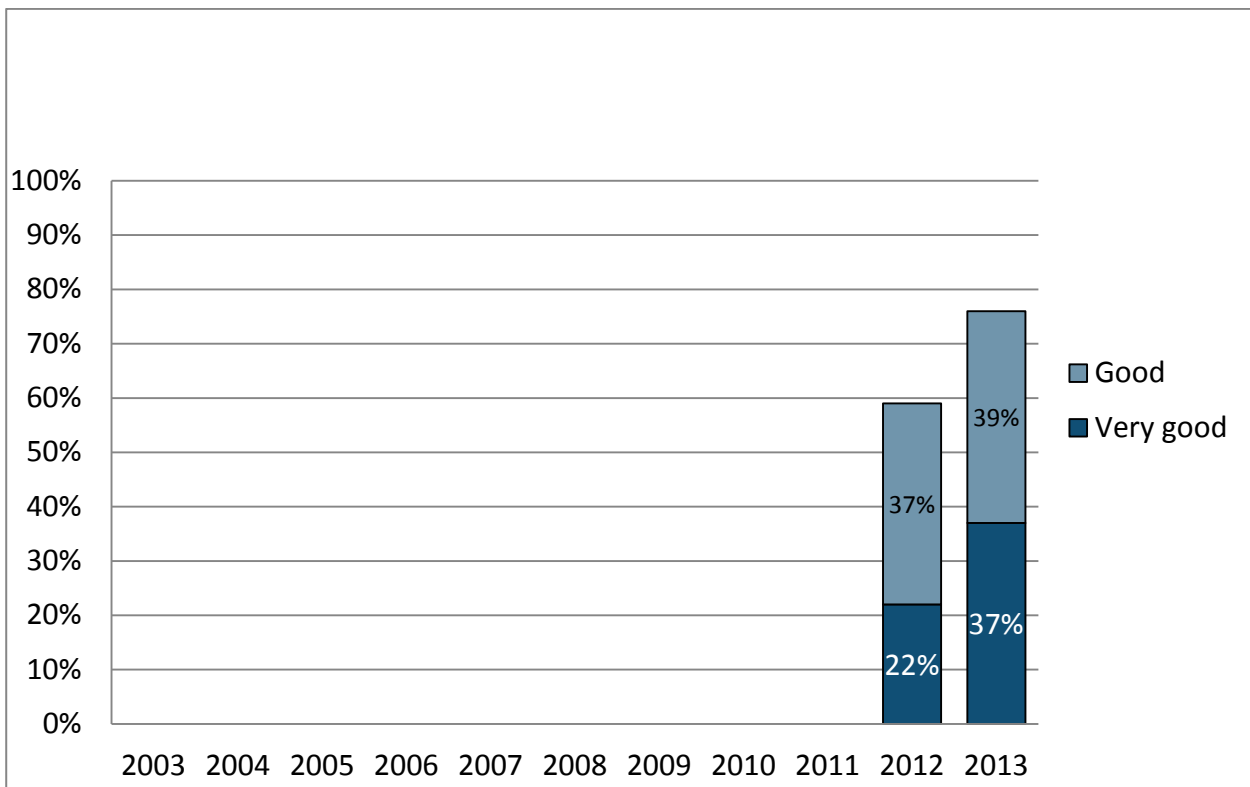


The third supplementary question related to ***preparation to teach systematic synthetic phonics*** (figure 10). Seventy-six per cent of respondents rated this aspect of their training as very good or good compared with 59 per cent in 2012; a statistically significant increase of 17 percentage points.

NQTs trained on SCITT routes rated this aspect of their training the highest (81 per cent of very good and good responses) compared with EBITT and HEI trained NQTs (77 per cent and 75 per cent respectively).

NQTs trained on postgraduate routes rated this aspect of their training higher than those trained on undergraduate routes (77 per cent of very good and good responses compared with 73 per cent).

**Figure 10 Primary: How good was your training in preparing you to teach systematic synthetic phonics?**



## Preparation to teach primary mathematics

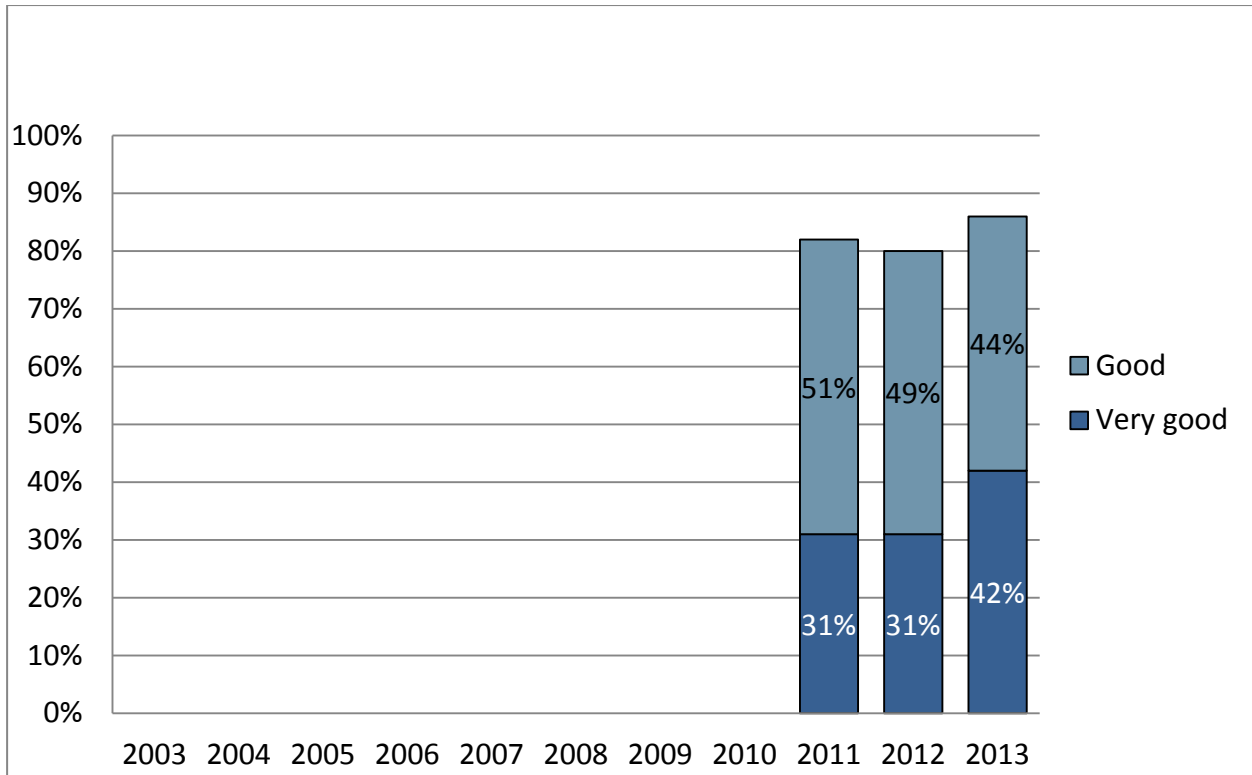
The question about preparation to teach primary mathematics was introduced in 2011 (figure 11). In 2013, 86 per cent of respondents rated this aspect of their training as very good or good compared with 80 per cent in the 2012 survey. This year on year increase of six percentage points was statistically significant.

Also significant, was change in the proportion of NQTs rating their training as very good, increasing 11 percentage points between 2012 and 2013.

NQTs trained on SCITT routes rated this aspect of their training the highest (94 per cent of very good and good responses) compared with HEI and EBITT trained NQTs (85 per cent and 83 per cent respectively).

There was no statistically significant difference between the ratings of NQTs trained on postgraduate routes compared with those trained on undergraduate routes.

Figure 11 Primary: How good was your training in preparing you to teach primary mathematics?



## Diversity

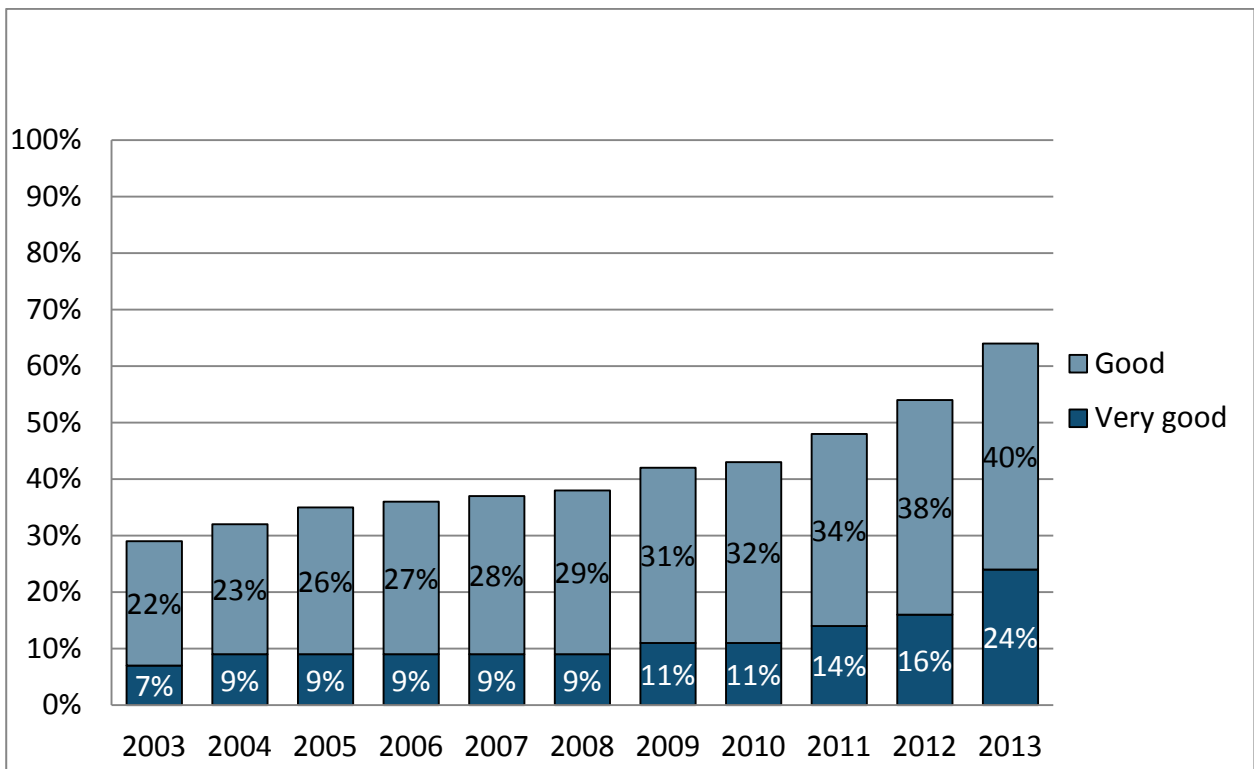
Primary-trained NQTs were asked about their **preparation to teach pupils from minority ethnic backgrounds** and preparation to teach pupils with English as an additional language (figures 12 and 13).

Respondents rated both of these aspects of their training significantly higher in 2013 compared with respondents in 2012. In 2013, 64 per cent of primary-trained NQTs rated their **preparation to teach pupils from minority ethnic backgrounds**, and 58 per cent their **preparation to teach pupils with English as an additional language**, as very good or good, compared with 54 and 49 per cent respectively in 2012. This continues a strong positive trend in very good and good responses to both questions.

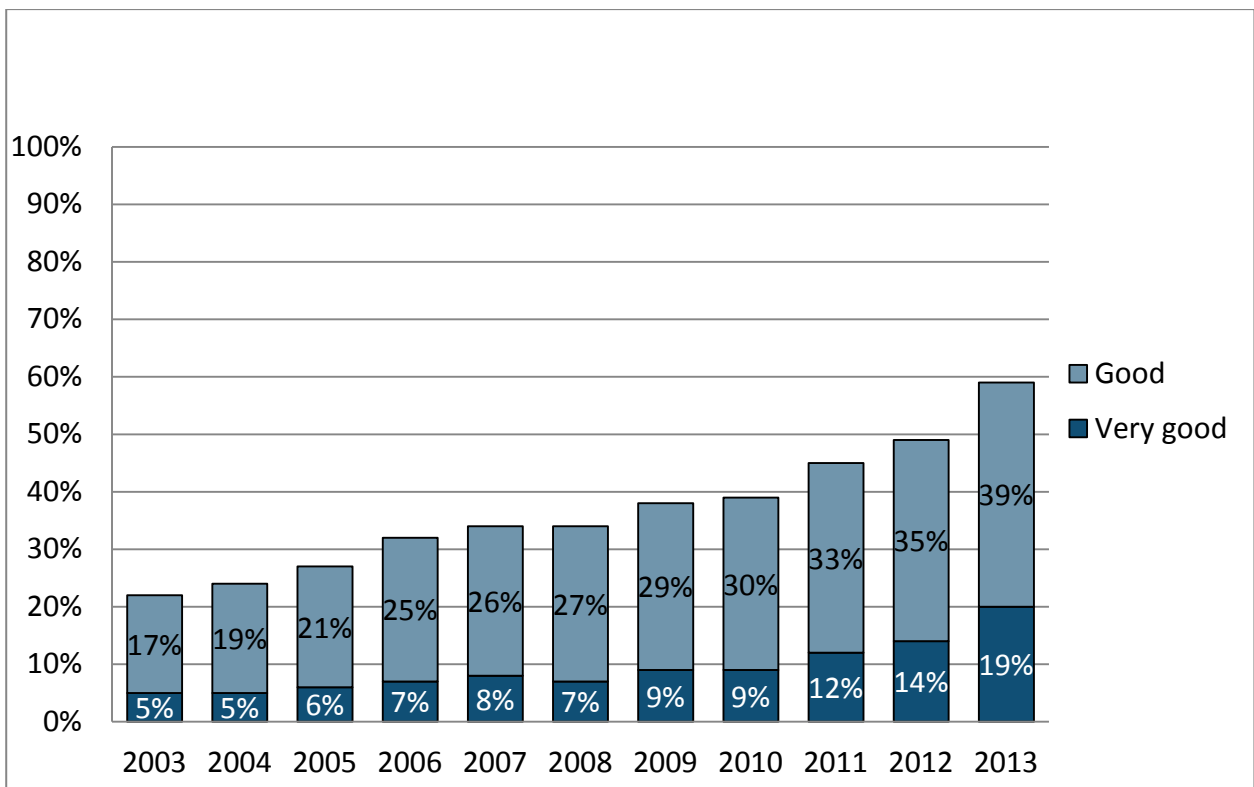
NQTs trained on SCITT routes rated these aspects of their training the highest (78 and 74 per cent of very good and good responses respectively) compared with EBITT and HEI trained NQTs (66 and 59 per cent and 63 and 57 per cent respectively).

NQTs trained on postgraduate routes rated these aspects of their training higher than those trained on undergraduate routes (65 and 59 per cent of very good and good responses respectively compared with 61 and 56 per cent respectively).

**Figure 12 Primary: How good was your training in preparing you to teach pupils from minority ethnic backgrounds?**



**Figure 13 Primary: How good was your training in preparing you to teach pupils with English as an additional language?**



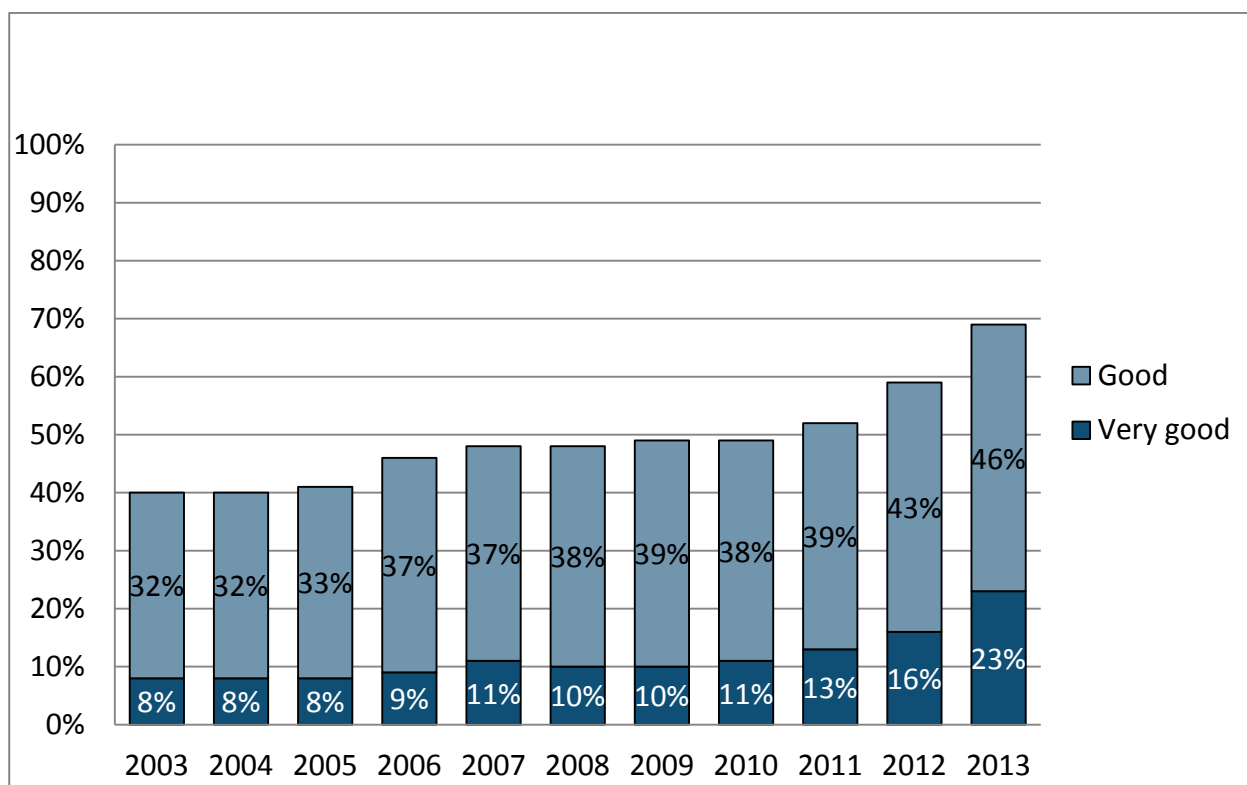
Sixty-nine per cent of primary-trained NQTs rated their *preparation to teach pupils with special educational needs* as very good or good in 2013 compared 59 per cent of the

respondents in 2012 (figure 14). The year on year statistically significant increase was nine percentage points and continued the strong positive trend since 2010.

The proportion of respondents rating their training as very good, increased by seven percentage points (23 per cent in 2013 compared with 16 per cent in 2012).

There was no significant difference between the ratings of NQTs trained on postgraduate routes compared with those trained on undergraduate routes.

**Figure 14 Primary: How good was your training in preparing you to teach pupils with special educational needs?**

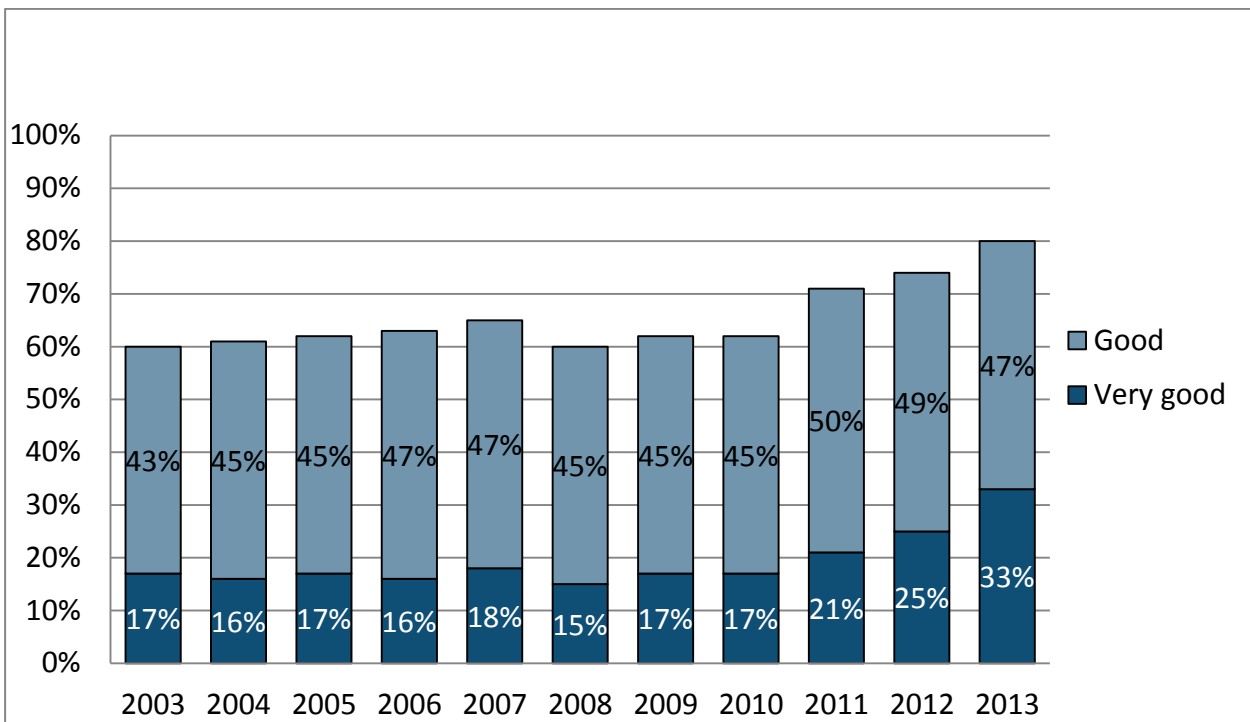


When asked about their **preparation to teach across the range of abilities**, Eighty per cent of primary-trained NQTs rated their training as very good or good compared with 74 per cent in the 2012 survey (figure 15). This year on year increase of six percentage points is statistically significant and continues the strong positive trend since 2010.

NQTs trained on SCITT routes rated this aspect of their training the highest (92 per cent of very good and good responses) compared with EBITT and HEI trained NQTs (84 per cent and 79 per cent respectively).

There was no significant difference between the ratings of NQTs trained on postgraduate routes compared with those trained on undergraduate routes.

**Figure 15 Primary: How good was your training in preparing you to teach across the range of abilities?**



## The role of the teacher

Eighty-five per cent of primary-trained NQTs rated their ***preparation to work with teaching colleagues as part of a team*** as very good or good compared with 82 per cent in 2012 (figure 16). This continues a strong positive trend since 2010 and is a statistically significant year on year increase.

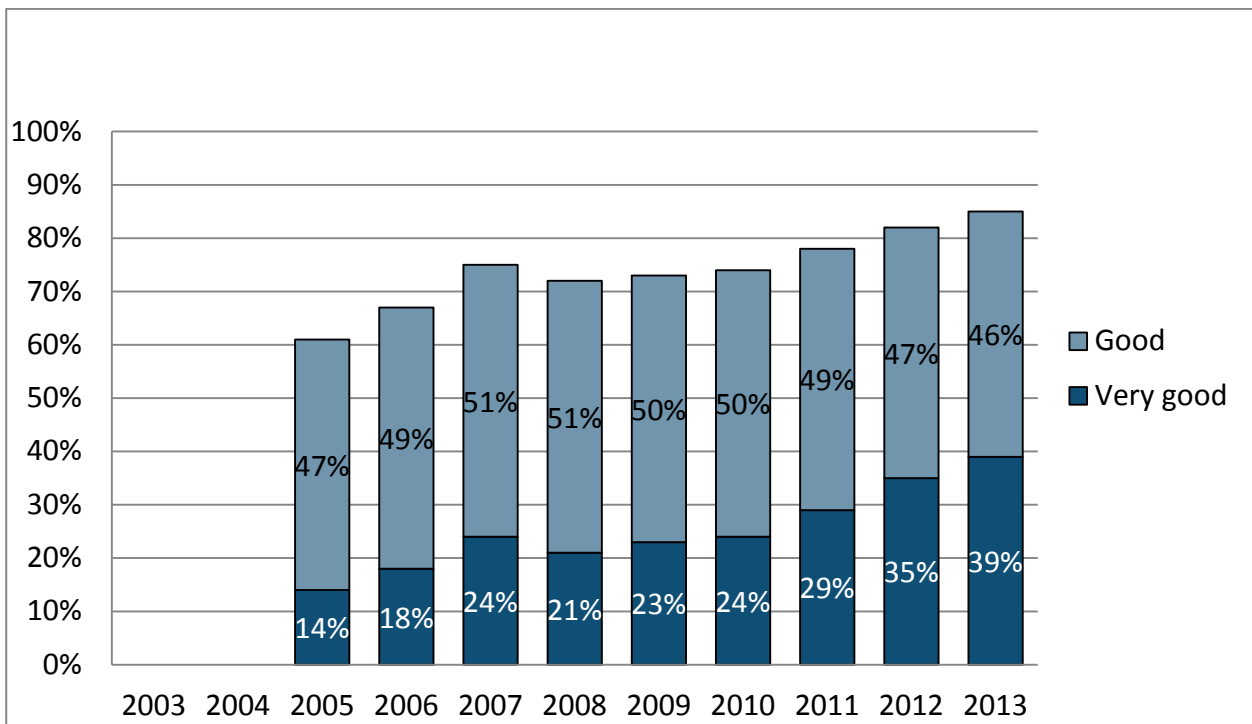
NQTs trained on SCITT routes rated this aspect of their training the highest (94 per cent of very good or good responses) compared with EBITT and HEI trained NQTs (85 and 84 per cent respectively).

There was no significant difference between the ratings of NQTs trained on postgraduate routes compared with those trained on undergraduate routes.

The survey also included a question about ***preparation to work with teaching assistants (including other support staff) to achieve learning objectives***. Seventy-eight per cent of primary-trained NQTs rated this aspect of their training very good or good. NQTs trained on SCITT routes rated this highest (90 per cent of very good responses) compared with those trained on EBITT and HEI routes (78 and 75 per cent respectively).

NQTs trained on undergraduate routes rated this aspect of their training higher than those trained on postgraduate routes (80 per cent of very good and good responses compared with 77 per cent).

**Figure 16 Primary: How good was your training in preparing you to work with teaching colleagues as part of a team?**

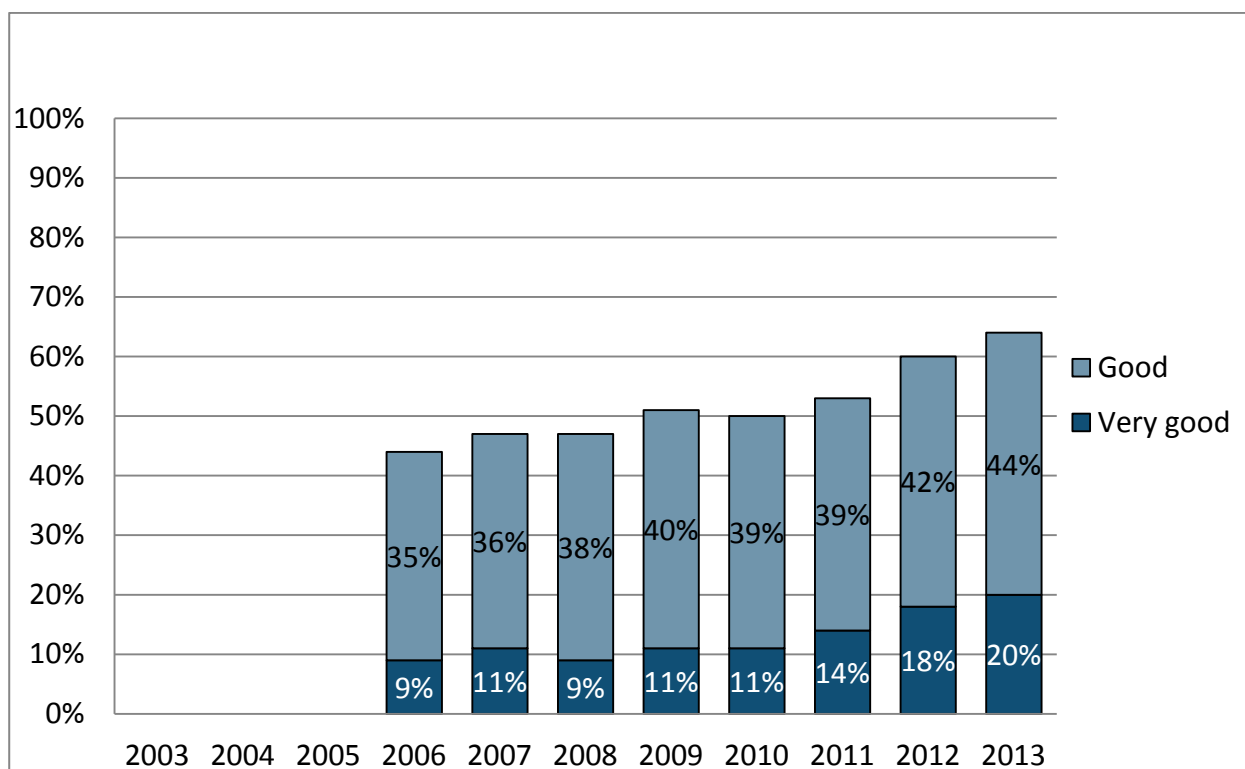


When asked about their **preparation to communicate with parents or carers**, 64 per cent of primary-trained NQTs rated their training as very good or good compared with 60 per cent in 2012 (Figure 17). The year on year increase of four percentage points was statistically significant; and continues a strong positive trend since 2010.

NQTs trained on SCITT routes rated this aspect of their training the highest (81 per cent of very good and good responses) compared with EBITT and HEI trained NQTs (72 per cent and 61 per cent respectively).

NQTs trained on postgraduate routes rated this aspect of their training higher than those trained on undergraduate routes (65 per cent of very good and good responses compared with 61 per cent).

**Figure 17 Primary: How good was your training in preparing you to communicate with parents or carers?**



Eighty-eight per cent of primary-trained NQTs rated their ***preparation for their teacher's statutory responsibility for the safeguarding of pupils*** as very good or good (figure 18).

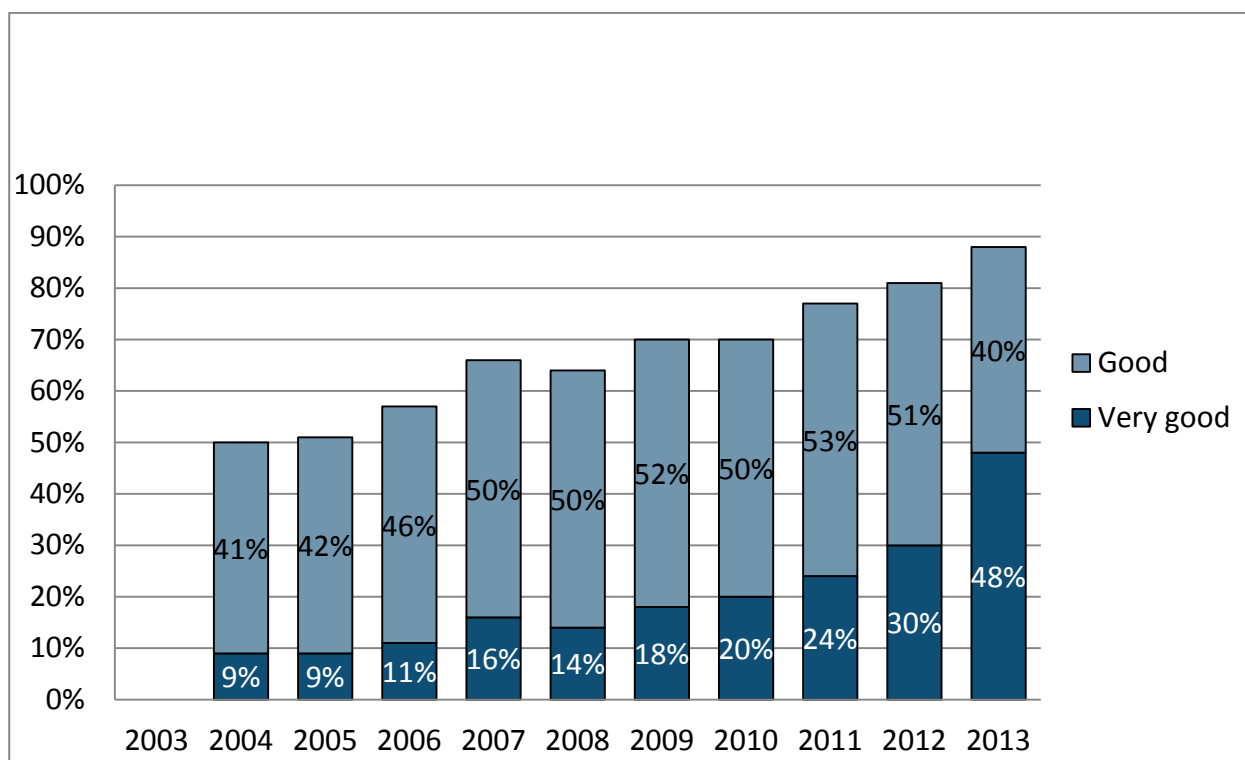
The wording of the 2013 question was modified to focus on safeguarding, but the data has been presented as a time series as a comparison.

NQTs trained on SCITT routes rated this aspect of their training the highest (97 per cent of very good and good responses) compared with EBITT and HEI trained NQTs (92 per cent and 86 per cent respectively).

NQTs trained on postgraduate routes rated this aspect of their training higher than those trained on undergraduate routes (89 per cent of very good and good responses compared with 85 per cent).



**Figure 18 Primary: How good was your training in preparing you for your teacher's statutory responsibility for (the welfare and) safeguarding of pupils?**



## New questions in 2013

In 2013 the question about ***helping to understand how to monitor, assess, record and report learners' progress*** was replaced by two new questions: ***preparation to understand how to assess pupils' progress*** and ***preparation to record and report pupils' progress***.

Sixty-eight per cent of primary-trained NQTs rated the assessment aspect of their training as very good or good, and 59 per cent rated the recording and reporting aspect as very good or good.

NQTs trained on SCITT routes gave the highest ratings (85 per cent and 77 of very good and good responses respectively) compared with EBITT and HEI trained NQTs (77 per cent and 69 per cent and 64 per cent and 54 per cent respectively).

NQTs trained on postgraduate routes rated these aspects of their training higher than those trained on undergraduate routes (70 and 62 per cent of very good and good responses respectively compared with 62 and 52 per cent respectively).

The 2013 survey introduced new questions about the ***use of data, accessing, assessing and applying research***.

Responses to these questions from primary-trained NQTs were:

- Fifty-four per cent rated their **preparation to use data to support learning** as very good or good. NQTs trained on SCITT routes gave the highest ratings (76 per cent of very good and good responses) compared with EBITT and HEI trained NQTs (64 per cent and 49 per cent respectively). NQTs trained on postgraduate routes rated this aspect of their training significantly higher than those trained on undergraduate routes (57 per cent of very good and good responses compared with 46 per cent).
- Seventy-five per cent rated their **preparation to access educational research in their teaching practice** as very good or good. NQTs trained on SCITT routes gave the highest ratings (83 per cent of very good and good responses) compared with HEI and EBITT trained NQTs (75 and 68 per cent respectively). NQTs trained on undergraduate routes rated this aspect of their training higher than those on postgraduate routes, although the difference was not statistically significant (77 per cent of very good and good responses compared with 74 per cent).
- Sixty-eight per cent rated their **preparation to assess the robustness of their educational research** as very good or good. NQTs trained on SCITT routes gave the highest ratings (79 per cent of very good and good responses) compared with HEI and EBITT trained NQTs (68 and 59 per cent respectively). There was no difference in the ratings given by postgraduate trained NQTs compared with those trained on undergraduate routes.
- Sixty-nine per cent rated their **preparation to understand and apply the findings of their educational research** as very good or good. NQTs trained on SCITT routes gave the highest ratings (79 per cent of very good and good responses) compared with HEI and EBITT trained NQTs (69 and 61 per cent respectively). There was no difference in the ratings given by postgraduate trained NQTs compared with those trained on undergraduate routes.

The 2013 survey included a question **about integrating the theoretical elements of the training programme with the practical placements**. (This replaced a question about integrating the university-delivered elements of the programme with the school-based placements introduced in 2011).

Eighty-three per cent of primary-trained NQTs responded very good or good to the new question. NQTs trained on SCITT routes gave the highest ratings (95 per cent of very good and good responses) compared with HEI and EBITT trained NQTs (81 and 79 per cent respectively).

NQTs trained on postgraduate routes rated this aspect of their training higher than those trained on undergraduate routes, although this difference was not statistically significant (83 per cent of very good and good responses compared with 81 per cent).

## Secondary sector analysis

This section contains an analysis of the responses to the NQT survey 2013 from 3,130 secondary-trained NQTs. Throughout this section the term 'secondary-trained NQTs' refers to respondent NQTs who were trained on secondary initial teacher training programmes and does not necessarily reflect the phase or age range they were teaching.

For the questions relating to the quality of training, respondents were given four options: very good, good, satisfactory and poor, to rate their training. The measure used throughout this report is the number of very good and good responses expressed as a percentage of the total number of valid responses. Analysing statistically significant<sup>2</sup> changes in comparison to the 2012 survey, and taking into account trends over time, the key findings of the NQT survey 2013 were:

### Overall quality of training

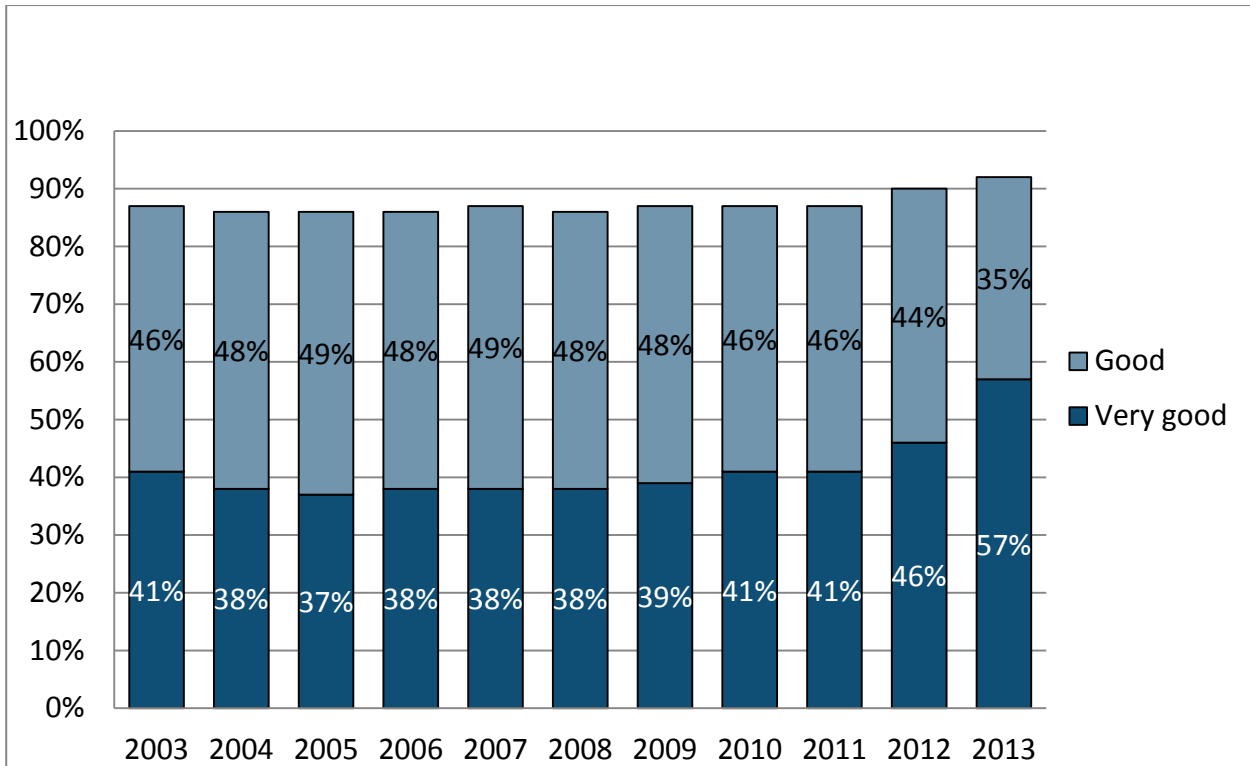
Ninety-two per cent of secondary-trained NQTs rated the **overall quality of their training** as very good (57 per cent) or good (35 per cent) compared with 90 per cent in 2012 (figure 19). This continues a positive trend since 2011 and is the highest rating since 2003. Of particular note is the increase of 11 percentage points in the percentage of very good responses since 2012.

There was no significant difference between responses from NQTs when broken down by training institution type.

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<sup>2</sup> At the 95 per cent level

Figure 19 Secondary: Please rate the overall quality of your training

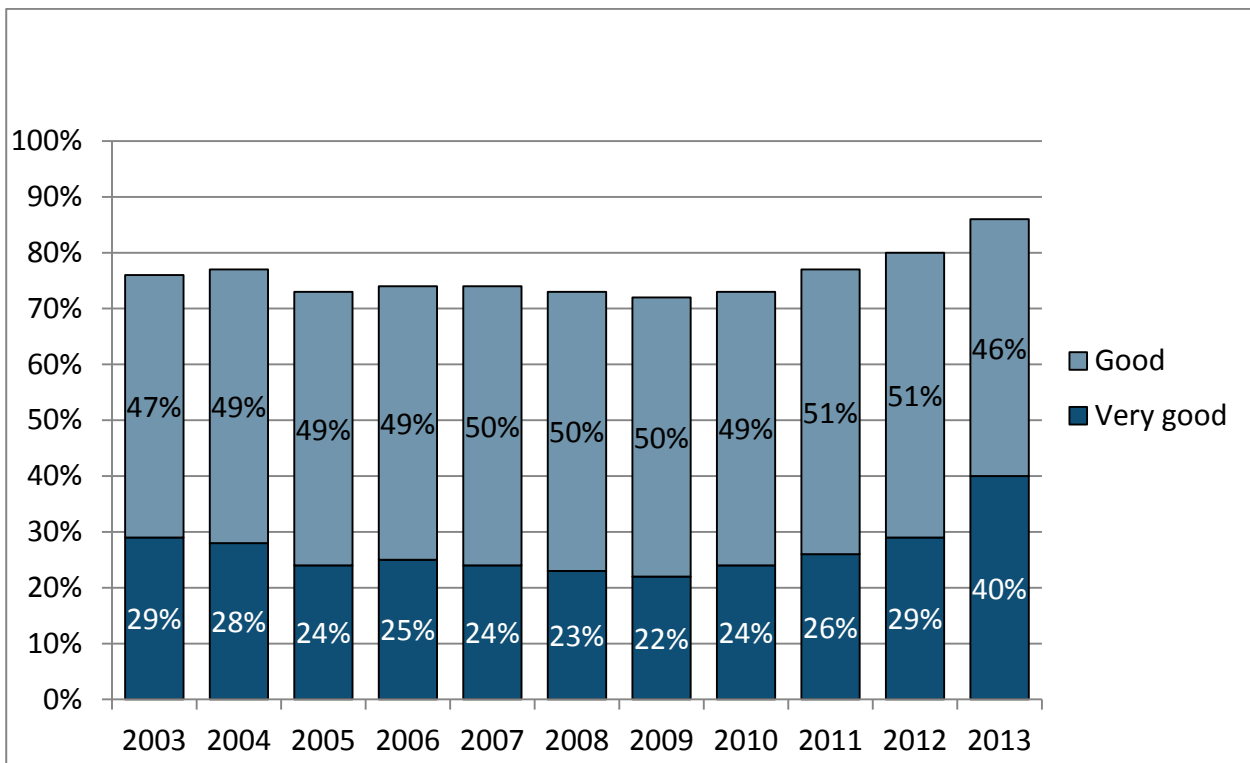


## Subject knowledge

Eighty-six per cent of secondary-trained NQTs rated their *understanding of the national curriculum* as very good or good compared with 80 per cent in 2012. This is a statistically significant year on year increase and continuation of a strong positive trend since 2010 (figure 20).

NQTs trained on SCITT routes gave the highest ratings (90 per cent of very good and good responses) compared with HEI and EBITT trained NQTs (87 and 85 per cent respectively).

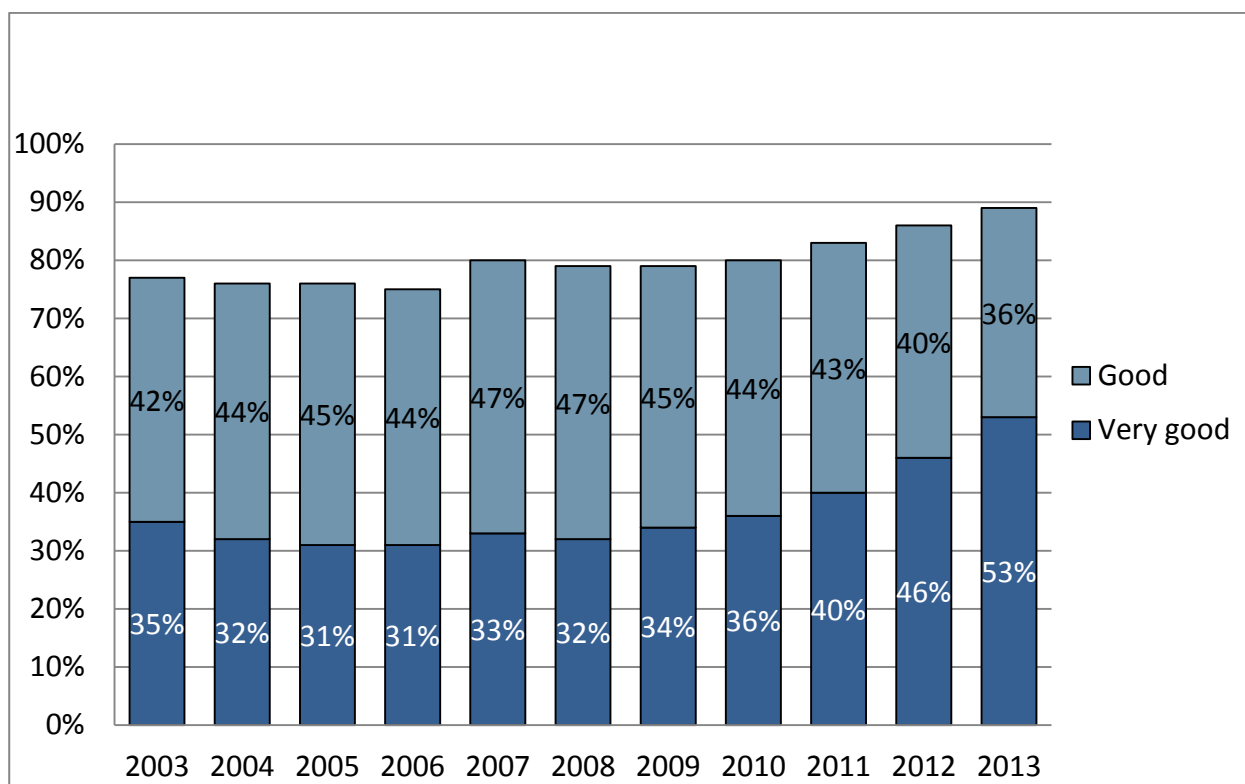
**Figure 20 Secondary: How good was your training in helping you to understand the national curriculum?**



When asked about their ***preparation to teach their specialist subject***, 89 per cent of secondary-trained NQTs rated their training as very good or good compared with 86 per cent in 2012 (figure 21). The year on year increase of three percentage points was statistically significant and a continuation of the strong positive trend since 2009.

NQTs trained on HEI and SCITT routes gave the highest ratings (90 per cent of very good and good responses) compared with EBITT trained NQTs (83 per cent of very good and good responses).

**Figure 21 Secondary: How good was your training in preparing you to teach your specialist subject?**



The 2012 survey introduced a supplementary question about **preparation to understand subject knowledge** and in 2013, 89 per cent of secondary-trained NQTs rated their training as very good or good compared with 84 per cent in 2012. NQTs trained on SCITT and HEI routes rated this aspect of their training the highest (91 and 90 per cent of very good and good responses respectively) compared with those trained on EBITT routes (82 per cent).

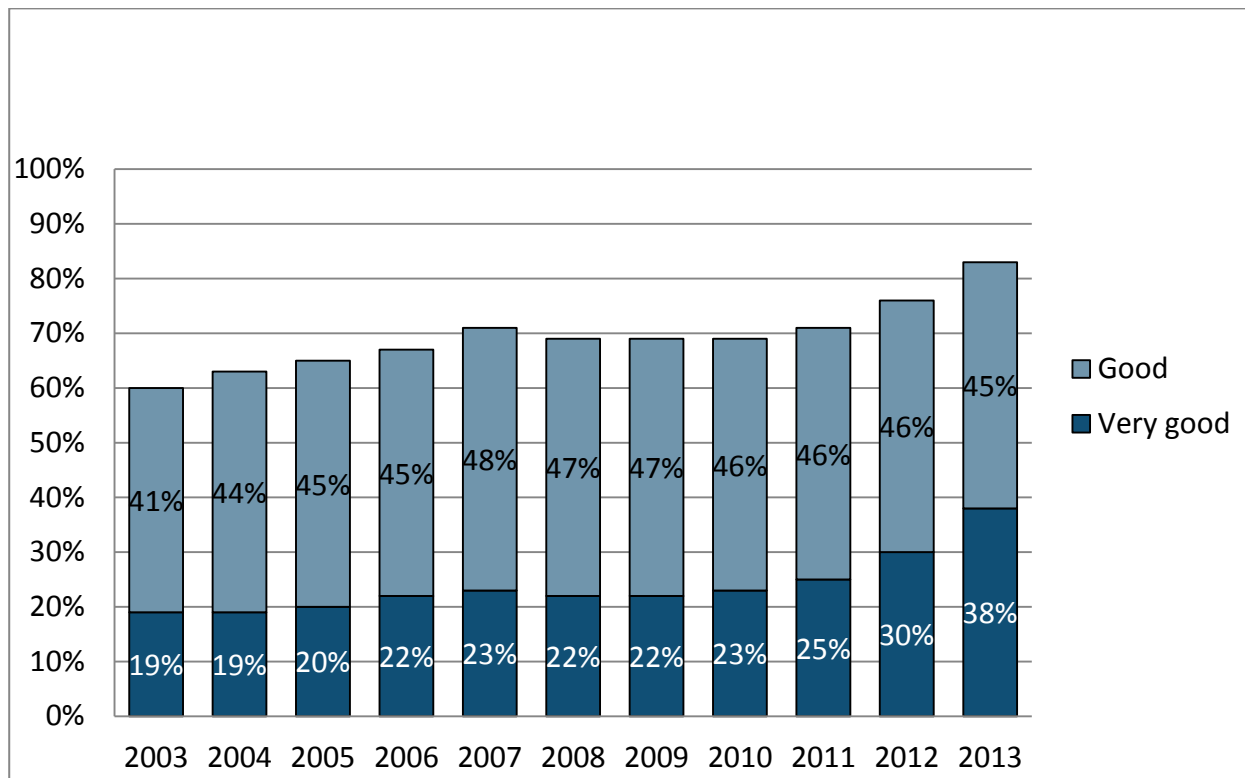
The 2013 survey introduced a new question about **preparation to use new technology more effectively to support learning**. Seventy-four per cent of secondary-trained NQTs rated this as very good or good. NQTs trained on SCITT routes rated this aspect of their training the highest (77 per cent of very good and good responses) compared with those trained on HEI and EBITT routes (74 and 72 per cent respectively).

## Teaching and Learning

Eighty-three per cent of secondary-trained NQTs rated their **preparation to establish and maintain a good standard of behaviour in the classroom** as very good or good compared with 76 per cent in 2012 (figure 22). The year on year increase of seven percentage points was statistically significant and continued a strong positive trend since 2010.

NQTs trained on EBITT routes rated this aspect of their training the highest (88 per cent of very good and good responses) compared with those on SCITT and HEI routes (86 and 80 respectively).

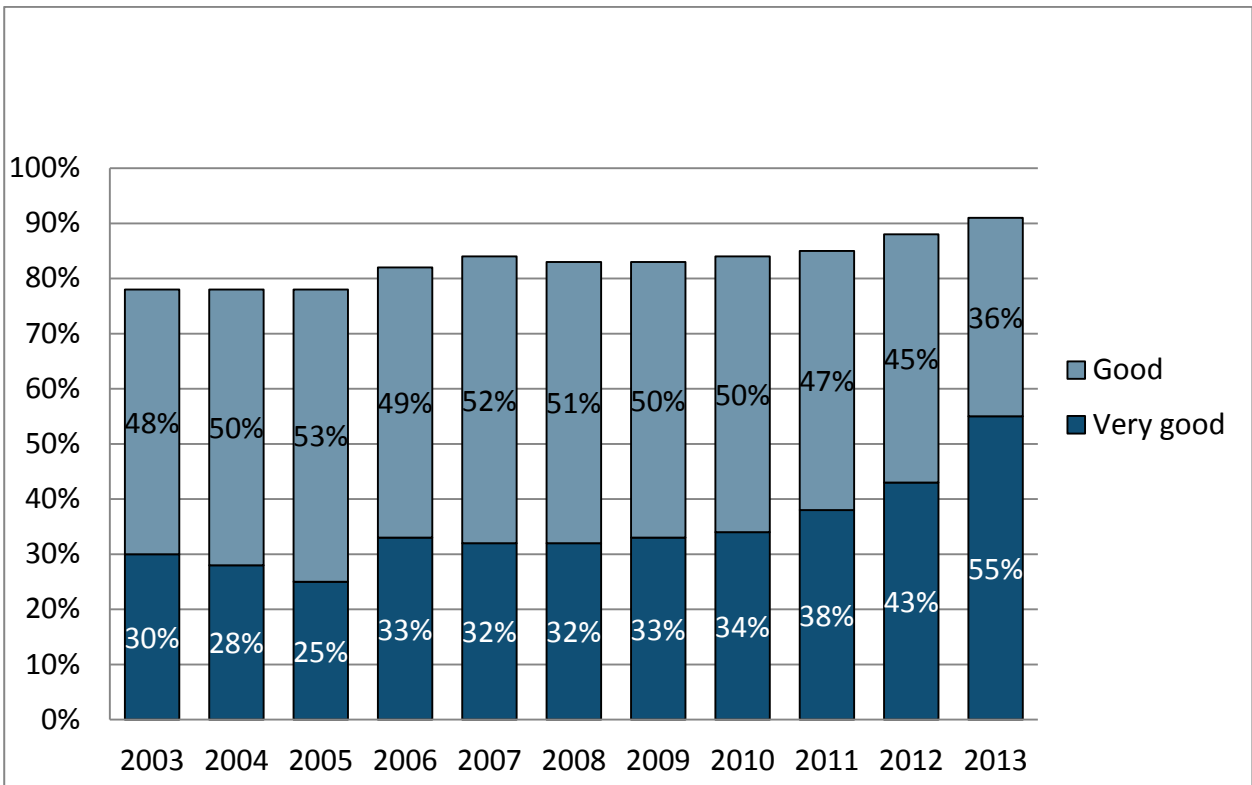
**Figure 22 Secondary: How good was your training in preparing you to establish and maintain a good standard of behaviour in the classroom?**



Ninety-one per cent of secondary-trained NQTs rated their training in **helping them to use a range of teaching methods that promote pupils' learning** as very good or good compared to 88 per cent in 2012 (figure 23). The year on year increase of three percentage points was statistically significant and continued a positive trend since 2009.

NQTs trained on different routes did not rate this aspect of their training significantly different from the sector average when comparing the proportion of very good and good responses. NQTs trained on SCITT routes, however, gave a significantly higher proportion of very good responses (65 per cent) compared with NQTs trained on HEI and EBITT routes (54 per cent and 52 per cent respectively).

**Figure 23 Secondary: How good was your training in helping you to use a range of teaching methods that promote pupil's learning?**

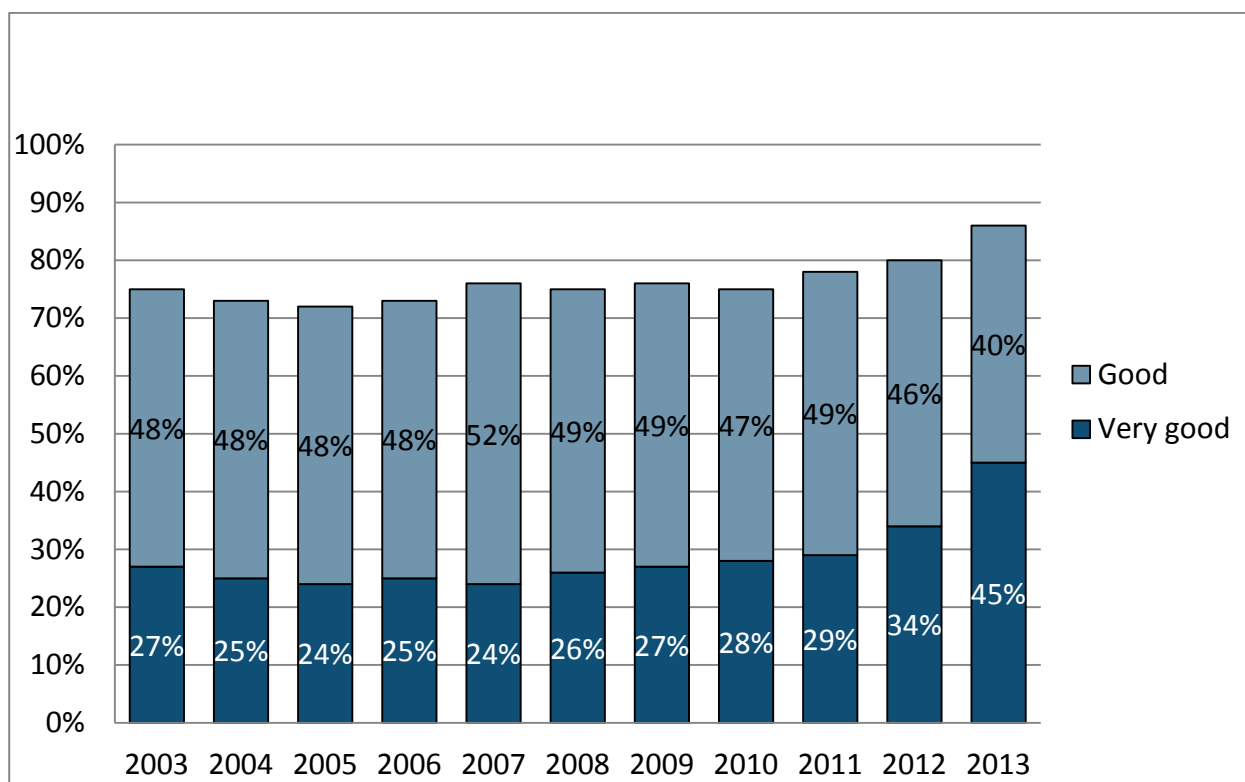


Eighty-five per cent of secondary-trained NQTs rated their **help to plan teaching to achieve progression for pupils** as very good or good, compared with 80 per cent in 2012 (figure 24). The year on year increase of five percentage points was statistically significant and continued the positive trend since 2010.

NQTs trained on SCITT routes rated this aspect of their training the highest (91 per cent of very good and good responses) compared with those trained on HEI and EBITT routes (85 per cent).



**Figure 24 Secondary: How good was your training in helping you plan your teaching to achieve progression for pupils?**



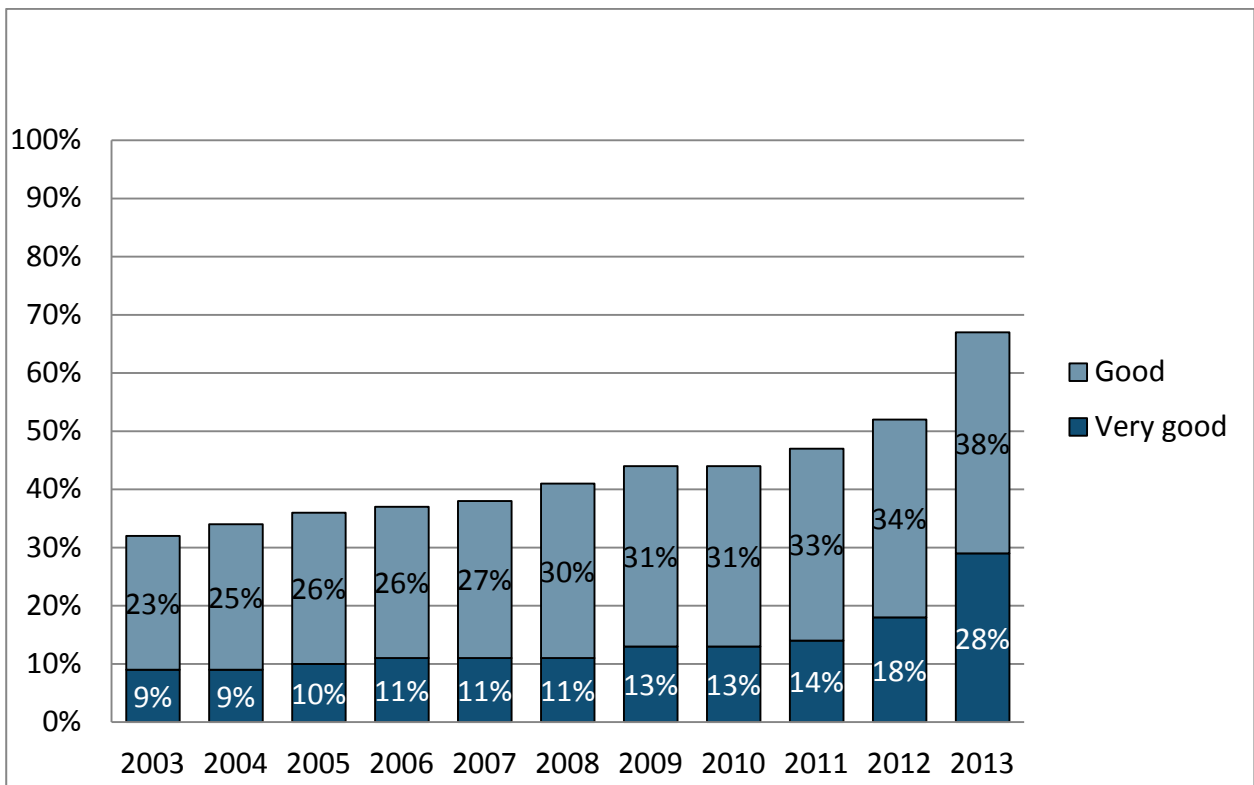
The 2012 survey included a new question about ***preparation to understand pedagogy***. In 2013, 89 per cent of secondary-trained NQTs rated this aspect of their training as very good or good compared with 84 per cent in the 2012 survey. NQTs trained on HEI and SCITT routes rated this aspect of their training the highest (91 and 89 per cent of very good and good responses) compared with those trained on EBITT routes (85 per cent).

## Diversity

Sixty-six per cent of secondary-trained NQTs rated their ***preparation to teach pupils from minority ethnic backgrounds*** as very good or good, compared with 52 per cent in 2012. The year on year increase of 14 percentage points was statistically significant and continued the strong positive trend since 2010 (figure 25).

NQTs trained on different routes did not rate this aspect of their training significantly different from the sector average.

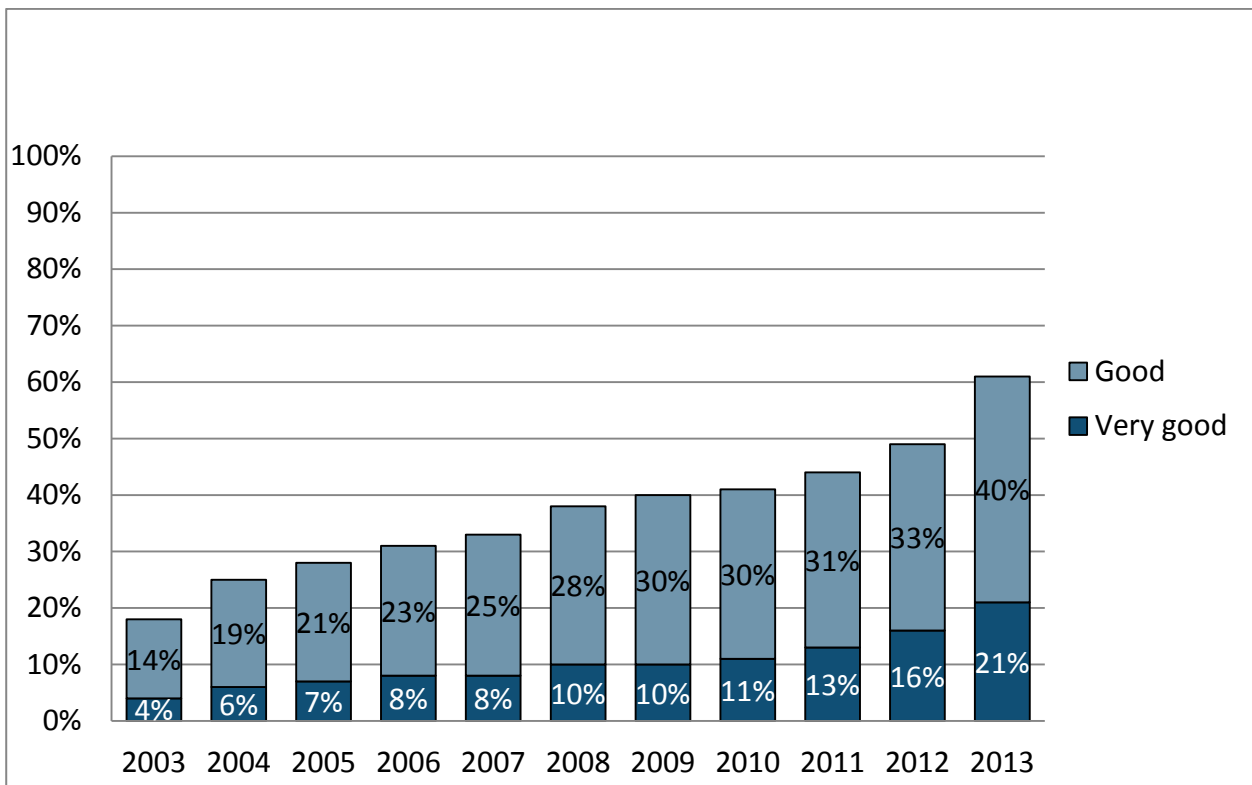
**Figure 25 Secondary: How good was your training in preparing you to teach pupils from minority ethnic backgrounds?**



When asked about their **preparation to work with pupils with English as an additional language**, 61 per cent of secondary-trained NQTs rated this as very good or good compared with 49 per cent in 2012 (figure 26). The year on year change of 12 percentage points was statistically significant and continued the strong positive trend over time.

NQTs trained on different routes did not rate this aspect of their training significantly different from the sector average.

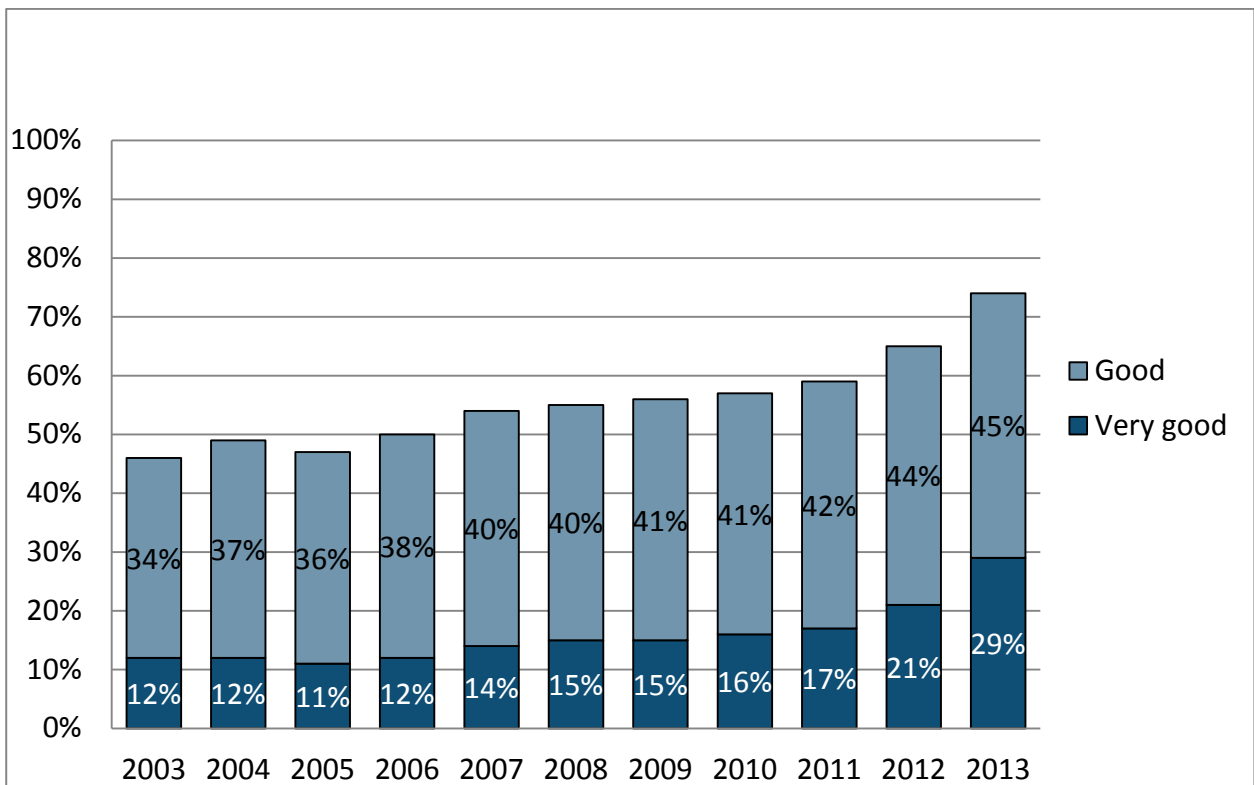
**Figure 26 Secondary: How good was your training in preparing you to teach pupils with English as an additional language?**



Seventy-four per cent of secondary-trained NQTs rated their **help to teach pupils with special educational needs** as very good or good, compared with 65 per cent in 2012 (figure 27). The year on year increase of nine percentage points was statistically significant and continued a strong positive trend since 2011.

NQTs trained on SCITT and EBITT routes rated this aspect of their training the highest (79 per cent and 78 per cent of very good or good responses) compared with HEI trained NQTs (73 per cent of very good and good responses).

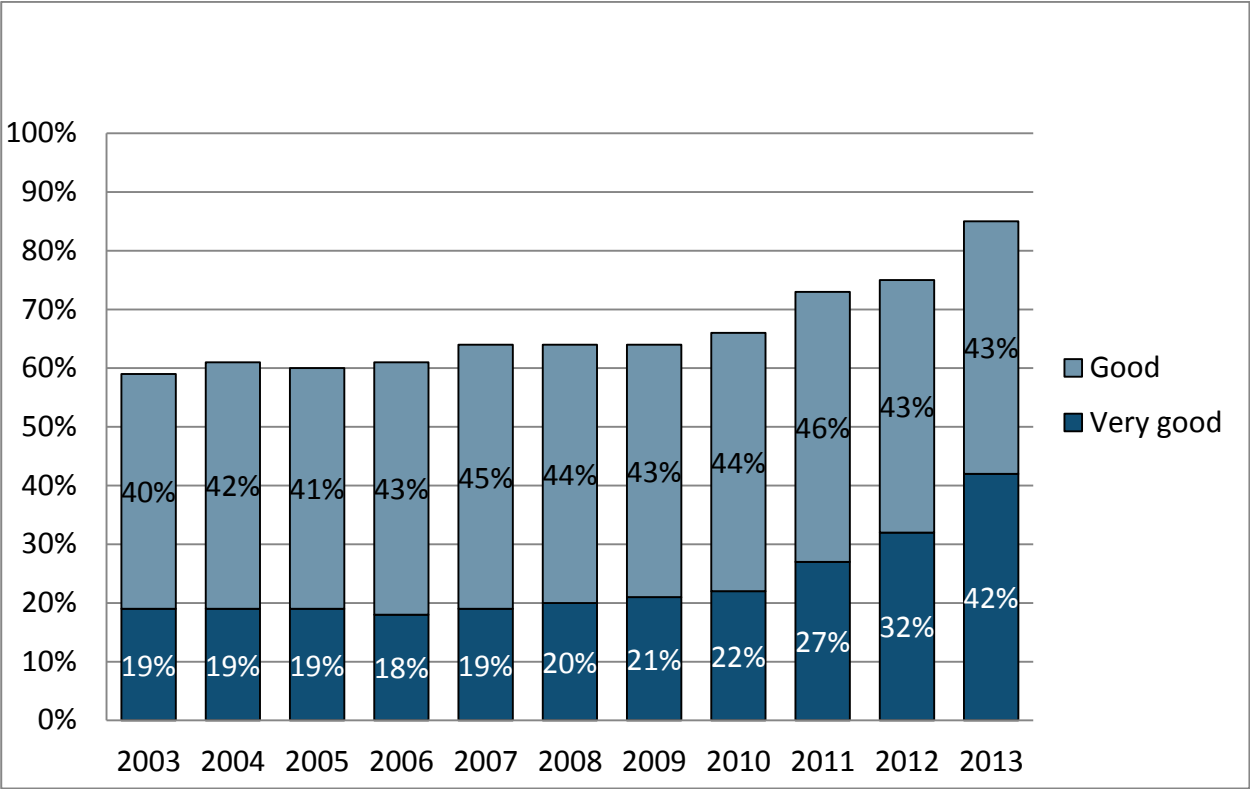
**Figure 27 Secondary: How good was your training in helping you to teach pupils with special educational needs?**



When asked about their **preparation to teach across the range of abilities** 85 per cent of secondary –trained NQTs rated their training as very good or good (figure 28). This was a statistically significant increase of ten percentage points on the ratings recorded in the 2012 survey and a continuation of a strong positive trend since 2009.

NQTs trained on different routes did not rate this aspect of their training significantly different from the sector average.

**Figure 28 Secondary: How good was your training in preparing you to teach across a range of abilities?**



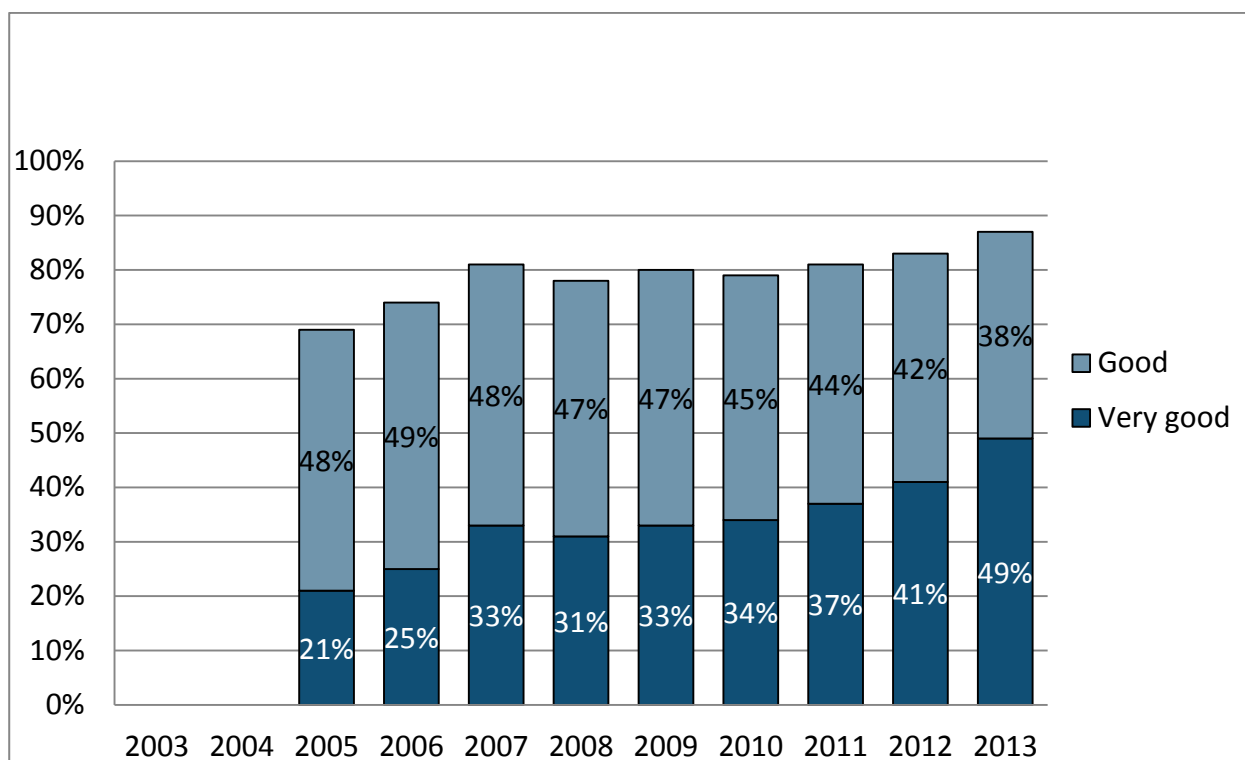
### The role of the teacher

Eighty-seven per cent of secondary-trained NQTs rated their **preparation to work with teaching colleagues as part of a team**, as very good or good, compared with 83 per cent in 2012 (figure 29). This year on year statistically significant year on year increase continues the positive trend since 2010.

NQTs trained on different routes did not rate this aspect of their training significantly different from the sector average.

The survey also included a question about **preparation to work with teaching assistants (including other support staff) to achieve learning objectives**. Seventy-two per cent of secondary-trained NQTs rated this aspect of their training very good or good. NQTs trained on SCITT routes rated this highest (79 per cent of very good responses) compared with those trained on EBITT and HEI routes (72 and 70 per cent respectively).

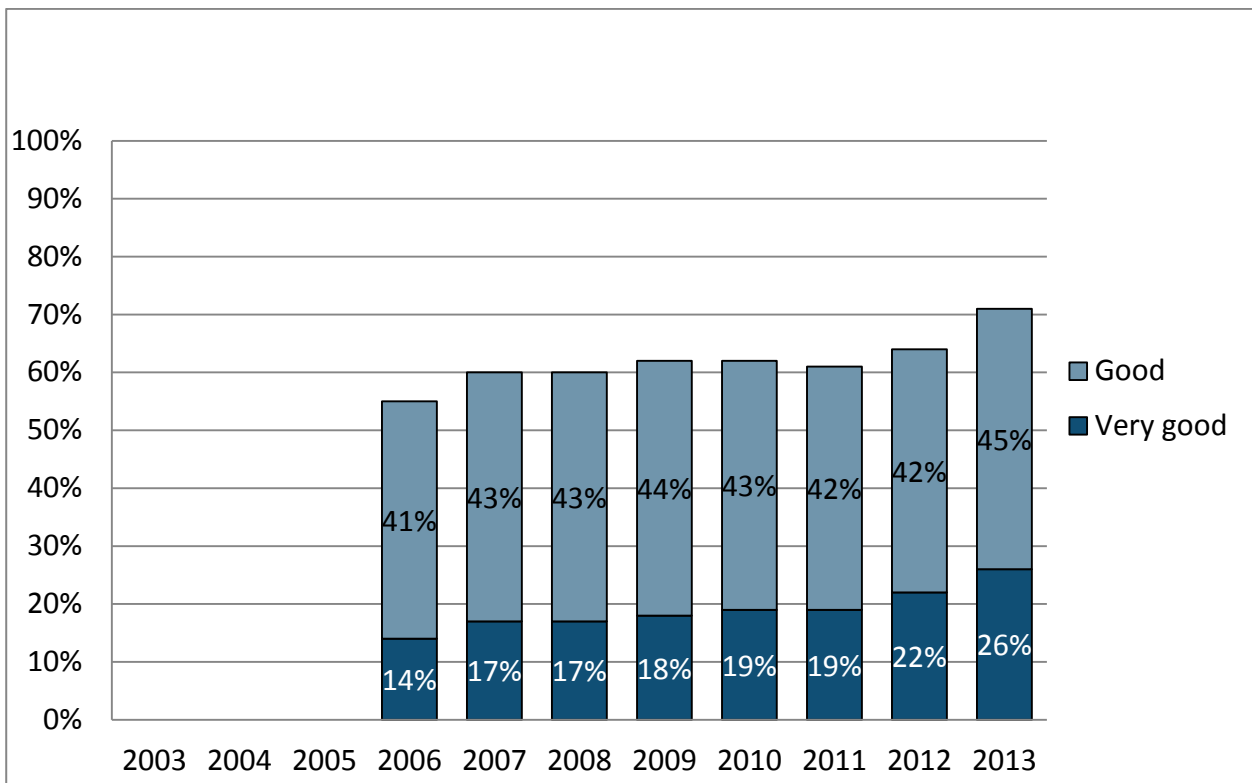
**Figure 29 Secondary: How good was your training in preparing you to work with teaching colleagues as part of a team?**



When asked about their **preparation to communicate with parents and carers**, 71 per cent of secondary-trained NQTs rated their training as very good or good compared with 64 per cent in the 2012 survey (figure 30). The year on year increase of seven percentage points was statistically significant and continued the positive trend since 2011.

NQTs trained on SCITT routes rated this aspect of their training the highest (82 per cent of very good or good responses) compared with those trained on EBITT and HEI routes (75 per cent and 70 per cent respectively).

**Figure 30 Secondary: How good was your training in preparing you to communicate with parents and carers?**

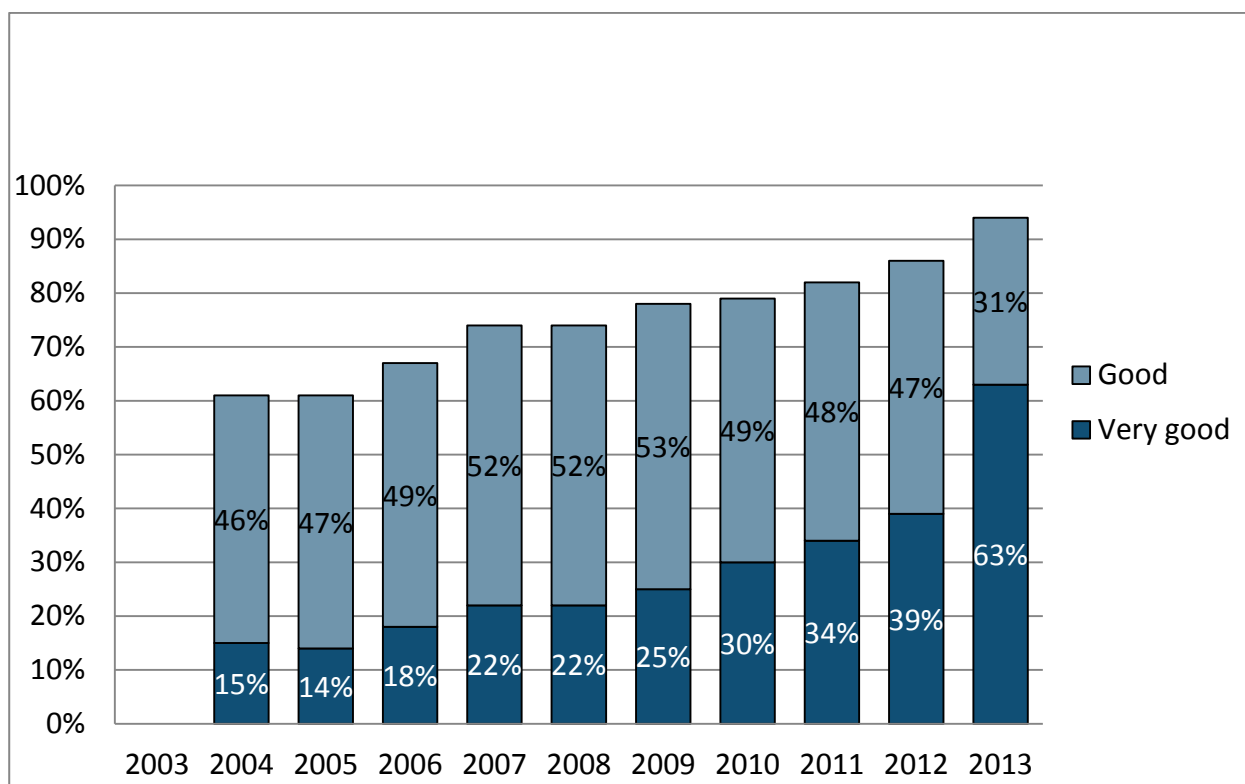


Ninety-four per cent of secondary-trained NQTs rated their ***preparation for their teacher’s statutory responsibility for the safeguarding of pupils*** as very good or good (figure 31).

The wording of the 2013 question was modified to focus on safeguarding, but the data has been presented as a time series as a comparison.

NQTs trained on different routes did not rate this aspect of their training significantly different from the sector average.

**Figure 31 Secondary: How good was your training in preparing you for your teacher's statutory responsibility for (the welfare and) safeguarding of pupils?**



## New questions in 2013

In 2013 the question about *helping to understand how to monitor, assess, record and report learners' progress* was replaced by two new questions: *preparation to understand how to assess pupils' progress* and *preparation to record and report pupils' progress*.

Eighty-four per cent of secondary-trained NQTs rated the assessment aspect of their training as very good or good, and 77 per cent rated the recording and reporting aspect as very good or good.

NQTs trained on different routes did not rate the assessment aspect of their training significantly different from the sector average. NQTs trained on EBITT and SCITT routes did rate the recording and reporting aspect of their training the highest (81 per cent of very good or good responses) compared with those trained on HEI routes (75 per cent).



The 2013 survey introduced new questions about the ***use of data, accessing, assessing and applying research***.

Responses to these questions from secondary-trained NQTs were:

- Sixty-nine per cent rated their ***preparation to use data to support learning*** as very good or good. NQTs trained on SCITT routes gave the highest ratings (80 per cent of very good and good responses) compared with EBITT and HEI trained NQTs (76 per cent and 66 per cent respectively).
- Eighty per cent rated their ***preparation to access educational research in their teaching practice*** as very good or good. NQTs trained on HEI routes gave the highest ratings (82 per cent of very good and good responses) compared with SCITT and EBITT trained NQTs (77 and 72 per cent respectively).
- Seventy-four per cent rated their ***preparation to assess the robustness of their educational research*** as very good or good. NQTs trained on HEI routes gave the highest ratings (77 per cent of very good and good responses) compared with SCITT and EBITT trained NQTs (73 and 63 per cent respectively).
- Seventy-seven per cent rated their ***preparation to understand and apply the findings of their educational research*** as very good or good. NQTs trained on HEI routes gave the highest ratings (80 per cent of very good and good responses) compared with SCITT and EBITT trained NQTs (76 and 66 per cent respectively).

The 2013 survey included a question ***about integrating the theoretical elements of the training programme with the practical placements***. (This replaced a question about integrating the university-delivered elements of the programme with the school-based placements introduced in 2011).

Eighty-six per cent of secondary-trained NQTs responded very good or good to the new question. NQTs trained on different routes did not rate this aspect of their training significantly different from the sector average.

## NQTs' current employment circumstances

As in previous surveys the 2013 questionnaire included questions about NQTs' current employment status and experiences. The key findings are detailed below:

- Ninety-five per cent of primary-trained NQTs and 94 per cent of secondary-trained NQTs responding to the survey were in employment compared with 92 per cent and 91 per cent respectively in the 2012 survey.
- As in earlier surveys the pattern of early employment of primary-trained NQTs was different from secondary-trained NQTs. For example:
  - Fifty-one per cent of primary-trained NQTs had permanent teaching contracts compared with sixty-seven per cent of secondary-trained NQTs (in the 2012 survey the figures were 45 per cent and 58 per cent respectively).
  - Thirty-four per cent of primary-trained NQTs had fixed term teaching contracts compared with twenty-one per cent of secondary-trained NQTs (in the 2012 survey the figures were 33 per cent and 25 per cent respectively).
  - Ten per cent of primary-trained NQTs had teaching supply contracts compared with six per cent of secondary-trained NQTs (in the 2012 survey the figures were 14 per cent and eight per cent respectively).
- The survey included a question about ***how good their training was in helping them to apply confidently for teaching positions***; sixty-two per cent of primary-trained NQTs and 70 per cent of secondary-trained NQTs rated this aspect of their training as very good or good.
- Fifty-four per cent of primary-trained NQTs and 52 per cent of secondary-trained NQTs responding to the survey indicated they had a career before starting their teacher training programme (in the 2012 survey the figures were 49 per cent and 53 per cent respectively).
- Fifteen per cent of primary-trained NQTs and twenty-four per cent of secondary-trained NQTs indicated that they relocated to take up their teaching position (in the 2012 survey the figures were 13 and 20 per cent respectively).
- There were large regional variations in the pattern of employment for primary-trained NQTs. For example:
  - Seventy per cent of NQTs trained in the London region had permanent teaching contracts compared with 32 per cent and 33 per cent respectively in the north east and north west regions.
  - Forty-seven per cent of NQTs trained in the north east region had fixed term contracts compared 19 per cent in London.
  - Eighteen per cent of NQTs trained in the north west region had teaching supply contracts compared with five per cent in the eastern region.

- The pattern of employment for secondary-trained NQTs also showed large regional variations. For example:
  - Seventy-five per cent of NQTs trained in the eastern region had permanent teaching contracts compared with 53 per cent in the north west region.
  - Twenty-eight per cent of NQTs trained in the north-west region had fixed-term contracts compared with 18 per cent in the eastern, north east and south east regions.
  - Twelve per cent of NQTs trained in the north west region had teaching supply contracts compared with three per cent in the eastern region.

## NQTs' current induction status and experience

The 2013 survey included a number of new questions about induction. NQTs were asked ***how valuable their induction had been so far, how helpful their induction experience had been in improving the quality of their training*** and ***what they felt about the length of the induction period***.

In response to the question about the ***value of their induction***; 12 per cent of primary-trained NQTs indicated they had not started their induction and five per cent did not answer the question. Nine per cent of secondary-trained NQTs indicated they had not started their induction and four per cent did not answer the question.

Sixty-seven per cent of the primary-trained NQTs, that answered the question, rated their induction as very valuable, 30 per cent as somewhat valuable and three per cent as not valuable at all.

Fifty-nine per cent of secondary-trained NQTs, that answered the question, rated their induction as very valuable, 37 per cent as somewhat valuable and four per cent as not valuable at all.

Of those primary-trained NQTs responding to the question about ***how helpful their induction experience was in improving the quality of their training***; 66 per cent rated their induction as very helpful, 30 per cent somewhat helpful and four per cent not helpful at all. Amongst secondary-trained NQTs; 57 per cent rated their induction as very helpful, 38 per cent somewhat helpful and five per cent as not helpful at all.

When asked about the ***length of their induction***: 88 per cent of primary-trained NQTs and 82 per cent of secondary-trained NQTs said that it was about right; eight per cent of primary and 15 per cent of secondary said it was too long; and four per cent of primary and three per cent of secondary said it was too short.

Of those NQTs who had started their induction:

- Ninety-seven per cent of primary-trained NQTs and 96 per cent of secondary-trained NQTs indicated that they were ***receiving ten per cent free time in addition to planning, preparation and assessment (PPA)***. In 2012 the figures were 96 and 94 per cent respectively.
- Eighty-nine per cent of primary-trained NQTs and 84 per cent of secondary-trained NQTs indicated that they had ***a personalised programme of planned professional development***. In 2012 the figures were 88 and 83 per cent respectively.
- Ninety-eight per cent of primary and secondary-trained NQTs indicated that they had the ***support of an induction tutor***. In 2012 the figures were 98 and 97 per cent respectively.

- Ninety-eight per cent of primary and secondary-trained NQTs indicated that they were ***receiving observations followed by reviews with their induction tutor***. In 2012 the figures were 97 and 96 per cent respectively.

## New questions on induction

Four new questions on induction were included in the 2012 survey. These were repeated in the 2013 survey and asked: ***Does your induction to date support you-***

- ***to teach pupils with special educational needs?***

Eighty-nine per cent of primary-trained NQTs and 86 per cent of secondary-trained NQTs answered yes to this question compared with 86 and 83 per cent respectively in the 2012 survey.

- ***to teach reading including phonics and comprehension?***

Eighty-seven per cent of primary-trained NQTs answered yes to this question compared with 80 per cent in the 2012 survey.

- ***to teach primary mathematics?***

Ninety-three per cent of primary-trained NQTs answered yes to this question compared with 89 per cent in the 2012 survey.

- ***to establish and maintain a good standard of behaviour in the classroom?***

Ninety-six per cent of primary-trained NQTs and 94 per cent of secondary-trained NQTs answered yes to this question compared with 94 and 91 per cent respectively in the 2012 survey.



Department  
for Education

© Crown November 2013

**Reference: DFE-RR306**

**ISBN: 978-1-78105-277-8**

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