

Results of the newly qualified teacher survey 2007

Executive summary

In February and March 2007 the Training and Development Agency for Schools (TDA) surveyed newly qualified teachers (NQTs) who had successfully completed their initial teacher training in England during the academic year 2005/06.

The survey questionnaire was mailed to 31,000¹ NQTs registered with the General Teaching Council for England (GTCE) and asked them to:

- assess the quality of their training and how well it prepared them for their first teaching post
- identify the pre-initial teacher training activities they took part in and their importance in influencing them to go into teaching²
- tell us about their current employment circumstances, and
- tell us about the training experience of those NQTs who considered themselves to be disabled, or met the definition for disability².

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

A second questionnaire was included in the mailout for completion by the NQT's induction tutor and was designed to measure the induction tutor's perceptions of the quality of their NQT's training. A summary of the key findings will be published in September 2007.

Over 11,000³ NQTs and 3,500 induction tutors completed and returned their questionnaires. The NQTs that responded are broadly representative of the 33,000 NQTs that were awarded qualified teacher status in the 2005/06 academic year, although a slightly higher proportion of responses was received from primary trained NQTs, female NQTs, and NQTs aged 25 and over.

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

² A detailed analysis will be available in autumn 2007.

³ The response rate of 35 per cent is slightly down on the previous year (41 per cent) and is thought to be the result of the questionnaire being longer.

Key findings

NQTs' perceptions of the quality of their training and how well it prepared them for their first teaching post

- NQTs continue to have high levels of satisfaction about the overall quality of their training [graph 1], the overall quality of assessment and feedback they received, and the overall quality of support and guidance they received to achieve the standards for qualified teacher status (QTS) [graph 2] – 88 per cent of NQTs rated the overall quality of their training as very good or good.
- There was significant year-on-year improvement in the NQTs' assessment of how well their training helped them to establish and maintain a good standard of behaviour in the classroom [graph 3] – 71 per cent of NQTs rated their training in preparing them to establish and maintain a good standard of behaviour in the classroom as very good or good compared with 59 per cent in 2003.
- The survey asked NQTs about a number of aspects of initial teacher training which contribute towards the Every Child Matters agenda. Significant year-on-year improvements were identified in each, including NQTs' preparation:
 - to use a range of teaching methods that promote children's and young people's learning and to monitor, assess, record and report learners' progress [graph 4]
 - for working with teaching colleagues as part of a team and for their teacher's statutory responsibility for the welfare and safety of children and young people [graph 5]
 - to teach learners with special educational needs and learners of different abilities [graph 6], and
 - to teach learners from minority ethnic backgrounds and to work with learners with English as an additional language [graph 7].
- Significant year-on-year improvements were also identified in NQTs' preparation to teach their subject specialism and to use information and communications technology (ICT) in their subject teaching [graph 8].

Importance of pre-initial teacher training activities in influencing NQTs to go into teaching

- More respondents had consulted the Teaching Information Line (13 per cent) than had taken part in any other pre-initial teacher training activity, while subject enhancement/extension courses were the least participated in activity (two per cent of respondents) [graph 9].
- Of those taking part in each activity, NQTs responding to the survey rated the Open Schools Programme the most important influence on them becoming a teacher (84 per cent very important or important responses), and the Student Associates Scheme the least (56 per cent very important or important responses) [graph 10].

NQTs' current employment circumstances

- Around 96⁴ per cent of the respondents to the survey were employed in teaching and there was little difference in the proportion of primary trained respondents that were employed compared with the proportion of secondary trained respondents.
- The pattern of employment of the primary trained NQTs was different from the secondary trained NQTs and showed large regional variations.

⁴ We would expect a large proportion of respondents to be employed in teaching and this figure is not representative of all NQTs who completed their training in 2005/06. A more realistic assessment, based on the ITT performance profiles 2007, is that between 80 and 90 per cent of all NQTs were employed in teaching within six months of completing their training.

Detailed analysis of findings

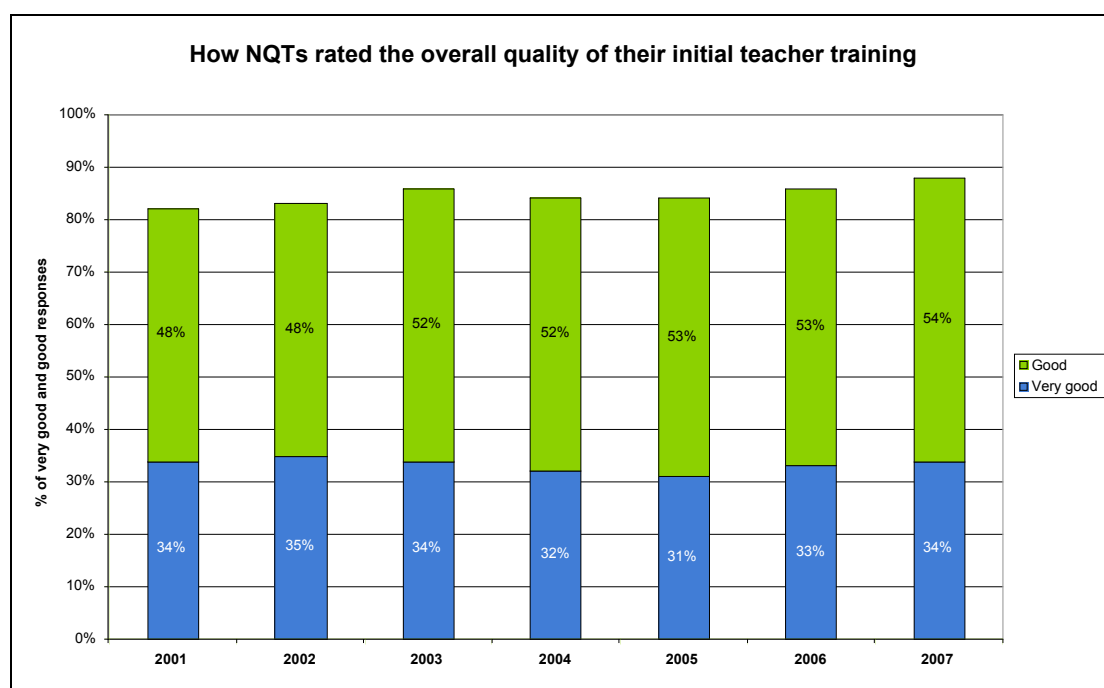
Analysing statistically significant changes in comparison with the previous year's survey, and taking into account year-on-year trends, the key points demonstrated by the 2007 survey are as follows.

NQTs' perceptions of the quality of their training and how well it prepared them for their first teaching post

Overall quality of training

NQTs continue to have high levels of satisfaction about the overall quality of their training. Eighty-eight per cent rated it very good or good, an increase of two percentage points on last year and the highest percentage since the survey began in 2001. The percentage rating overall quality as very good (34 per cent) was the highest in four years and has only been exceeded in 2002 (35 per cent).

Graph 1



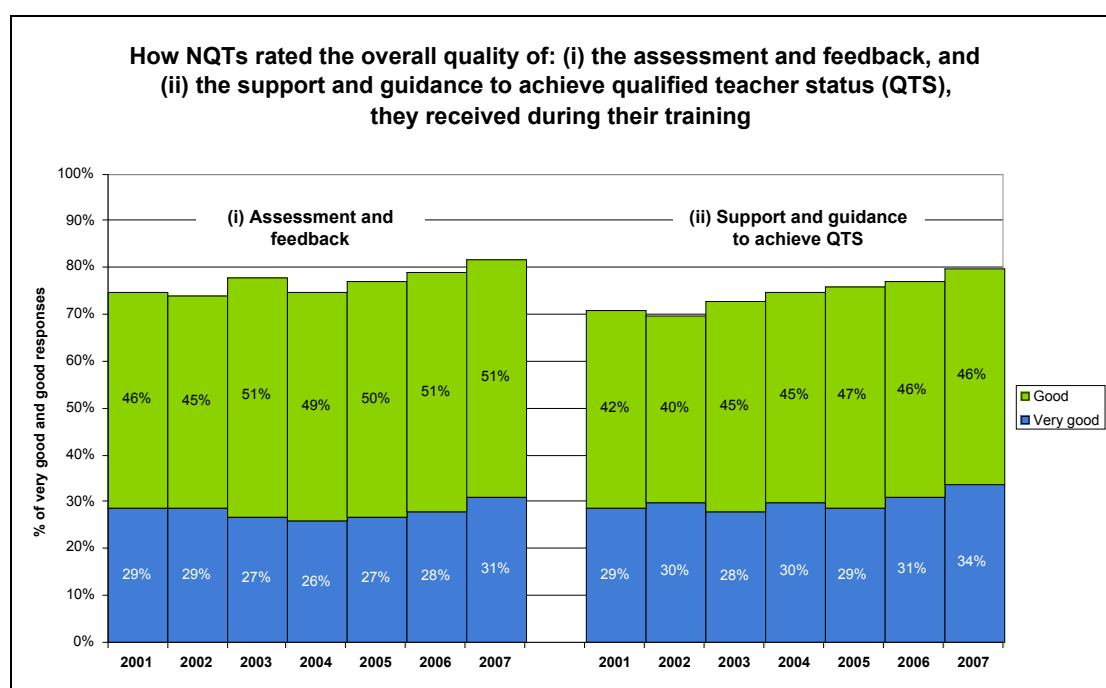
In the primary sector, undergraduate routes were rated more highly than postgraduate routes (91 per cent very goods and goods compared to 85 per cent). Conversely, in the secondary sector, postgraduate routes received higher ratings than undergraduate routes (90 per cent and 84 per cent). NQTs trained on primary employment-based routes were more satisfied with their training than those trained on secondary employment-based routes (87 per cent and 83 per cent). Younger respondents (under 25s) appeared to be more satisfied with their training than older trainees (45 and over) – 90 per cent very

goods and goods compared to 83 per cent. In the secondary sector, there were significant variations in the responses given for different subjects (from 93 per cent very goods and goods to 81 per cent).

Quality of assessment and feedback, and support and guidance, to achieve qualified teacher status received during training

We also asked NQTs to rate the overall quality of the assessment and feedback they received during their training, as well as the support and guidance to achieve qualified teacher status. The percentage of very good and good responses was at its highest since the survey began in 2001. For both questions, the percentage of very good responses increased by three percentage points from 2006 – from 28 per cent to 31 per cent (assessment and feedback) and from 31 per cent to 34 per cent (support and guidance) – while the percentage of good responses remained the same at 51 per cent (assessment and feedback) and 46 per cent (support and guidance).

Graph 2

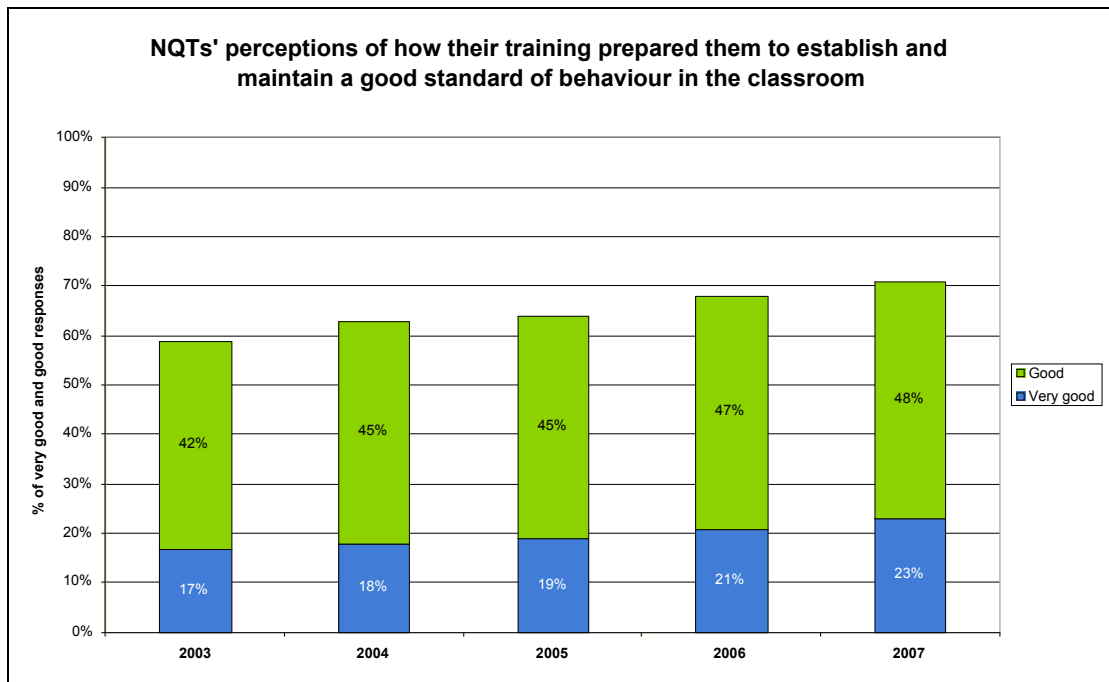


In the primary sector, NQTs who trained at school centred initial teacher training providers (SCITTs) were the most satisfied with the assessment and feedback (94 per cent very goods and goods) and the support and guidance (88 per cent) they received, while those trained at higher education institutes (HEIs) were the least satisfied (77 and 75 per cent). In the secondary sector, SCITTs and HEIs were equally rated (85 per cent for assessment and feedback, 83 per cent for support and guidance), while employment-based initial teacher training providers (EBITTs) received lower ratings in both areas (82 and 80 per cent).

Preparation to establish and maintain a good standard of behaviour in the classroom

There has been a significant year-on-year improvement in the NQTs' assessment of how well their training helped them to establish and maintain a good standard of behaviour in the classroom. The 2007 proportion of very good and good ratings has risen by some 12 percentage points since 2003, from 59 to 71 per cent. The NQTs who rated their training the highest in this area were those trained on primary employment-based routes (84 per cent very goods and goods) and secondary employment-based routes (78 per cent). NQTs trained on postgraduate routes gave the lowest ratings (68 per cent for secondary, 66 per cent primary). This is another area where younger NQTs felt their training had prepared them far more than older NQTs – 74 per cent of NQTs under 25 gave very good or good ratings compared with only 58 per cent for NQTs aged 45 or over.

Graph 3

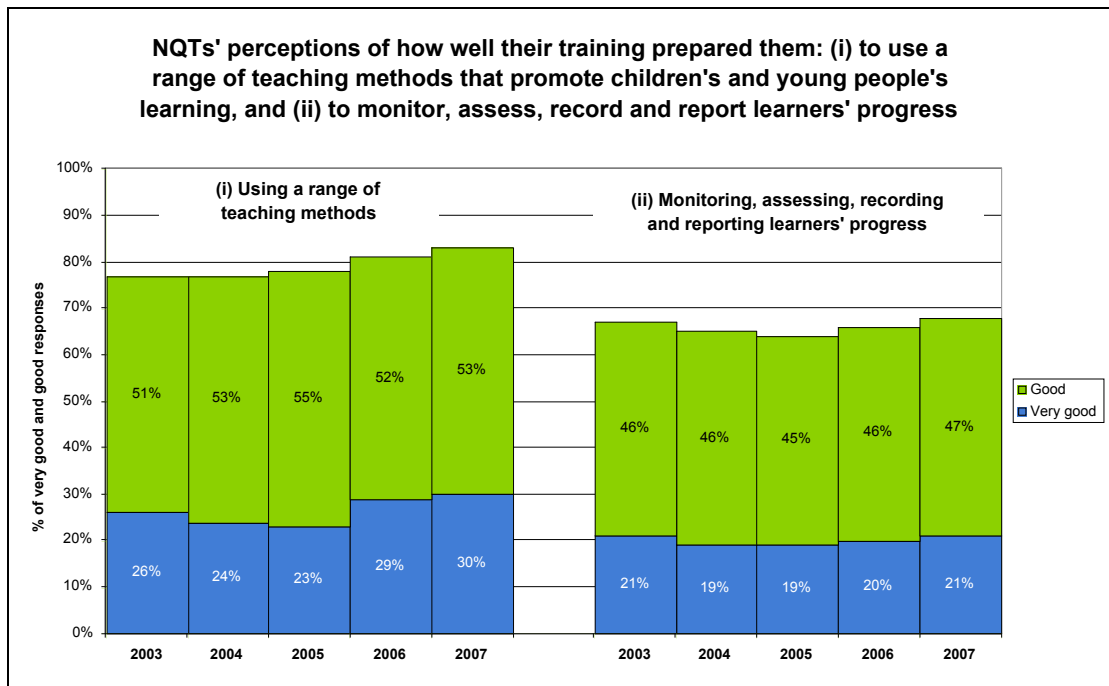


Preparation to use a range of teaching methods that promote children's and young people's learning and to monitor, assess, record and report learners' progress

NQTs appeared to be feeling better prepared than ever before to use a range of teaching methods that promote children's and young people's learning; 83 per cent of NQTs gave very good and good responses to this question, the highest in five years. Responses to the question about monitoring, assessing, recording and reporting learners' progress have also improved over the last three years, with 68 per cent very good and good responses, a slight improvement on the previous high in 2003 of 67 per cent. Comparing the

responses across different routes, there was little variation in responses to the teaching methods question. However, for the monitoring, assessing, recording and reporting question, NQTs trained on employment-based routes were the most satisfied with their training in both primary (72 per cent very good and good responses) and secondary (76 per cent).

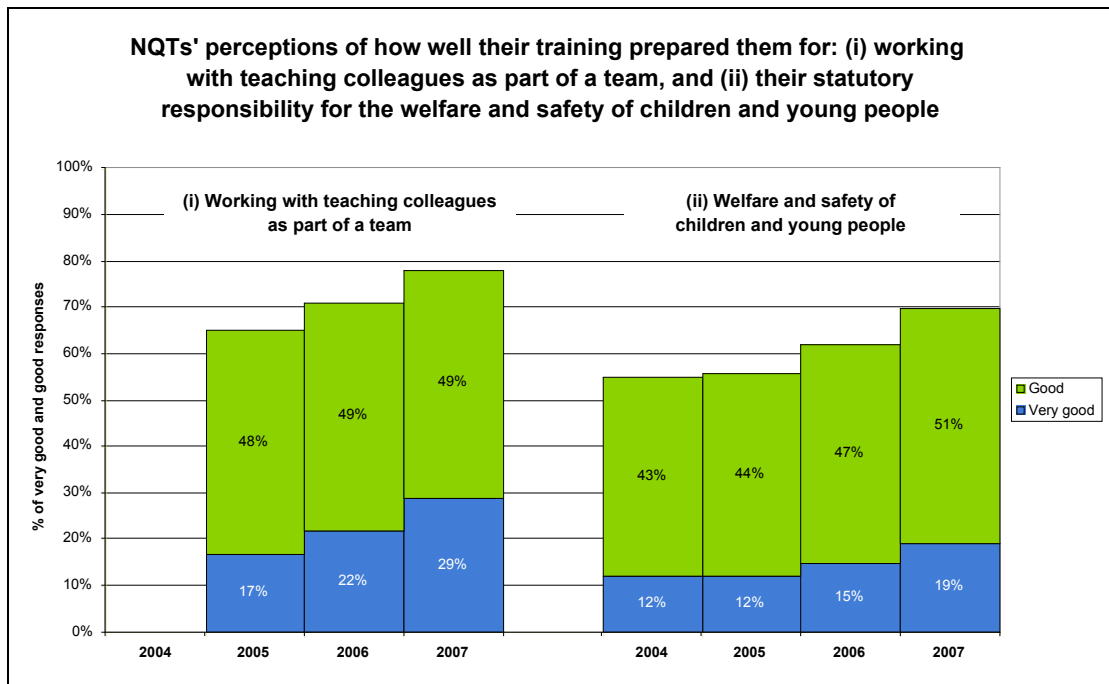
Graph 4



Preparation for working with teaching colleagues as part of a team and for the statutory responsibility for the welfare and safety of children and young people

NQTs also seem to be better prepared to work with teaching colleagues as part of a team; 78 per cent of NQTs gave very good and good responses, an increase of some 13 percentage points since the question was first asked in 2005. In primary, those trained on employment-based routes felt more prepared than those trained on other routes (84 per cent very goods and goods compared to 79 per cent for undergraduate routes and 71 per cent for postgraduate routes). In secondary, the ratings for all three routes were similar (82 per cent for undergraduate and 81 per cent for both employment-based and postgraduate routes). Younger NQTs felt their training had prepared them to work with teaching colleagues more than older NQTs; 82 per cent of NQTs under 25 gave a rating of very good or good compared to 70 per cent for NQTs aged 45 or over.

Graph 5

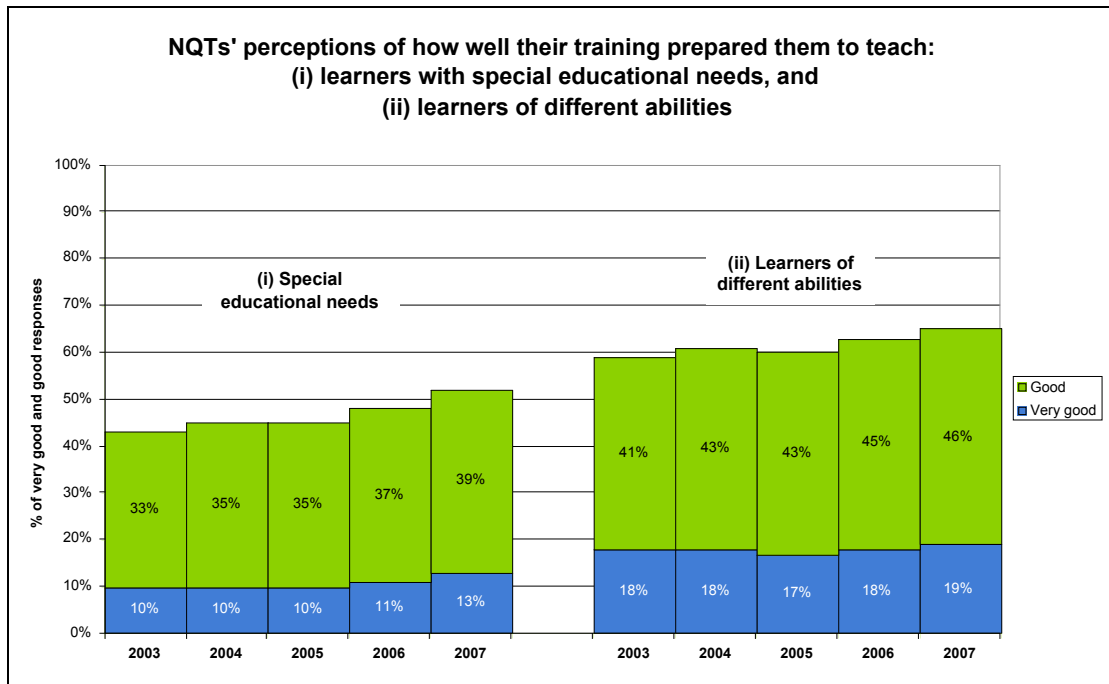


NQTs also consider themselves better prepared for their statutory responsibility for the welfare and safety of children and young people. At 70 per cent of very good and good ratings, this is the highest rating in four years. Employment-based routes again scored well in this area, with the highest proportions of very goods and goods in both primary (78 per cent) and secondary (77 per cent). In primary, NQTs trained on postgraduate routes were the least satisfied (63 per cent). In secondary, the results for postgraduate and undergraduate routes were similar (74 and 73 per cent). Again, younger NQTs rated their training in this area higher than older NQTs, although the difference was less marked; 72 per cent of NQTs under 25 gave a very good or good rating compared to 67 per cent for NQTs aged 45 or over.

Preparation to teach learners with special educational needs and learners of different abilities

The survey also indicated that NQTs were feeling better prepared than previously to teach learners with special educational needs and learners of different abilities. For special educational needs, NQTs gave 52 per cent very good and good ratings, the highest in five years. For learners of different abilities, very good and good ratings were also the highest in five years at 65 per cent. These are two further areas where employment-based routes had the highest ratings in both primary and secondary; for teaching children with special educational needs, employment-based routes received 65 per cent very good and good ratings (primary) and 56 per cent (secondary). For teaching learners of different abilities, employment-based routes received 75 per cent very good and good ratings (primary) and 68 per cent (secondary).

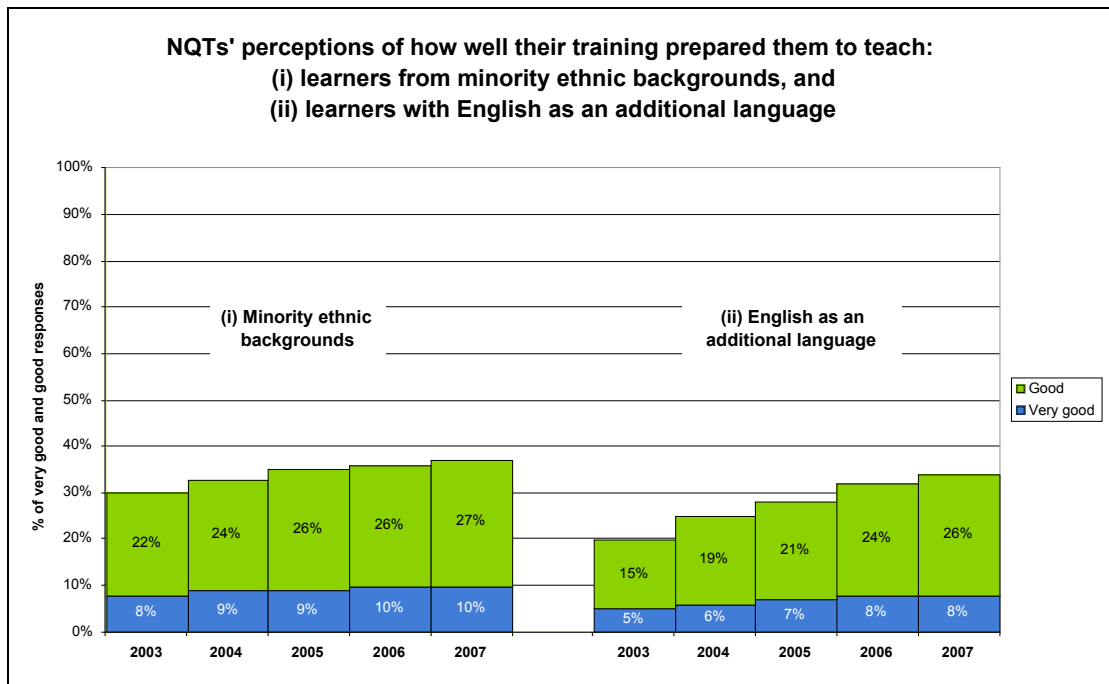
Graph 6



Preparation to teach learners from minority ethnic backgrounds and learners with English as an additional language

The sector continues to make progress in both these areas, although ratings were still lower than for other aspects of initial teacher training. When considering their preparation to teach learners from minority ethnic backgrounds, 37 per cent of NQTs said their training was very good or good, the highest in five years and a seven percentage point increase since 2003. NQTs trained on employment-based routes gave the highest ratings in this area (41 per cent very goods and goods for primary and 39 per cent for secondary). Analysing the results by region, London and the West Midlands received the highest ratings in both primary (53 and 43 per cent) and secondary (54 and 42 per cent).

Graph 7

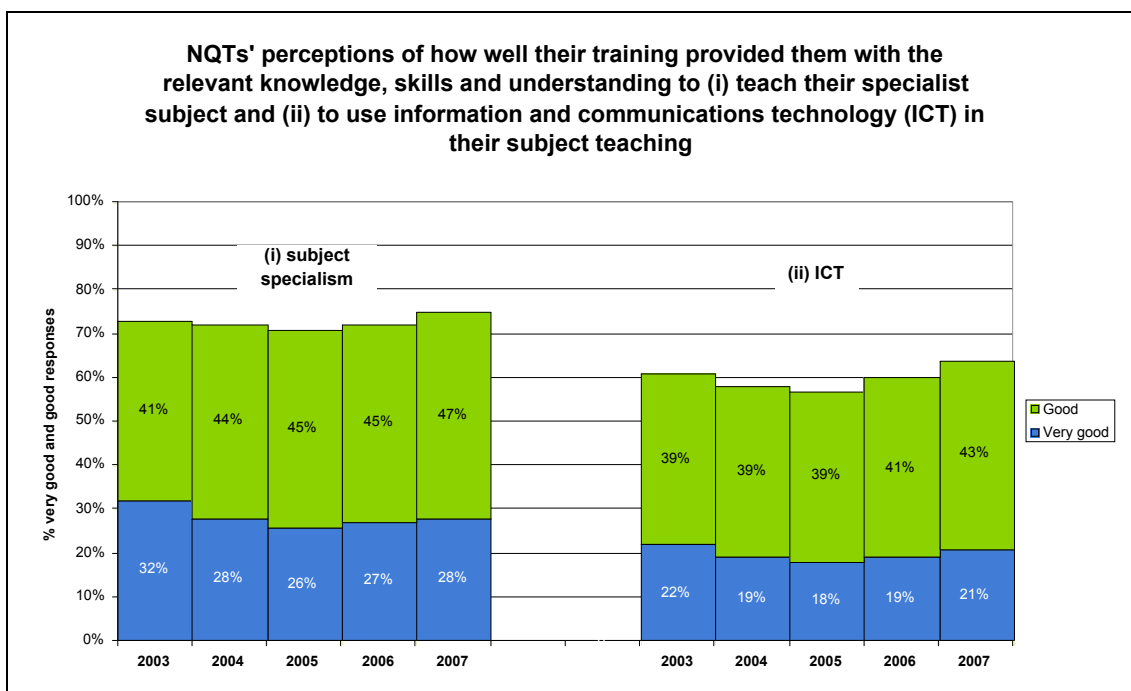


Ratings for preparation to teach learners with English as an additional language were lower, although progress has been faster. Thirty-four per cent of NQTs said their training was very good or good in this area, the highest rating in five years and an increase of some 14 percentage points since 2003. NQTs trained on primary employment-based routes gave the highest rating (41 per cent). NQTs trained in London and the East Midlands felt the most prepared in both the primary (50 and 38 per cent) and secondary (47 and 39 per cent) sectors.

NQTs' preparation to teach their subject specialism and to use information and communications technology (ICT) in their subject teaching

NQTs gave the highest ratings in the last five years in both these areas. For teaching their subject specialism, 75 per cent of NQTs gave their training a rating of very good or good, a four percentage point increase since 2005 and two percentage points higher than the previous high in 2003. Similarly, 64 per cent of NQTs rated their training very good or good in preparing them to use information and communications technology in their teaching, a seven percentage point increase since 2005 and a three percentage point increase on the previous high in 2003.

Graph 8



Comparing the responses by subject, there were significant variations in the very good or good responses given for both questions. For the subject specialism question, the percentage of very good or good responses varied from 87 per cent to 75 per cent. For the ICT question, the percentage varied from 75 per cent to 49 per cent.

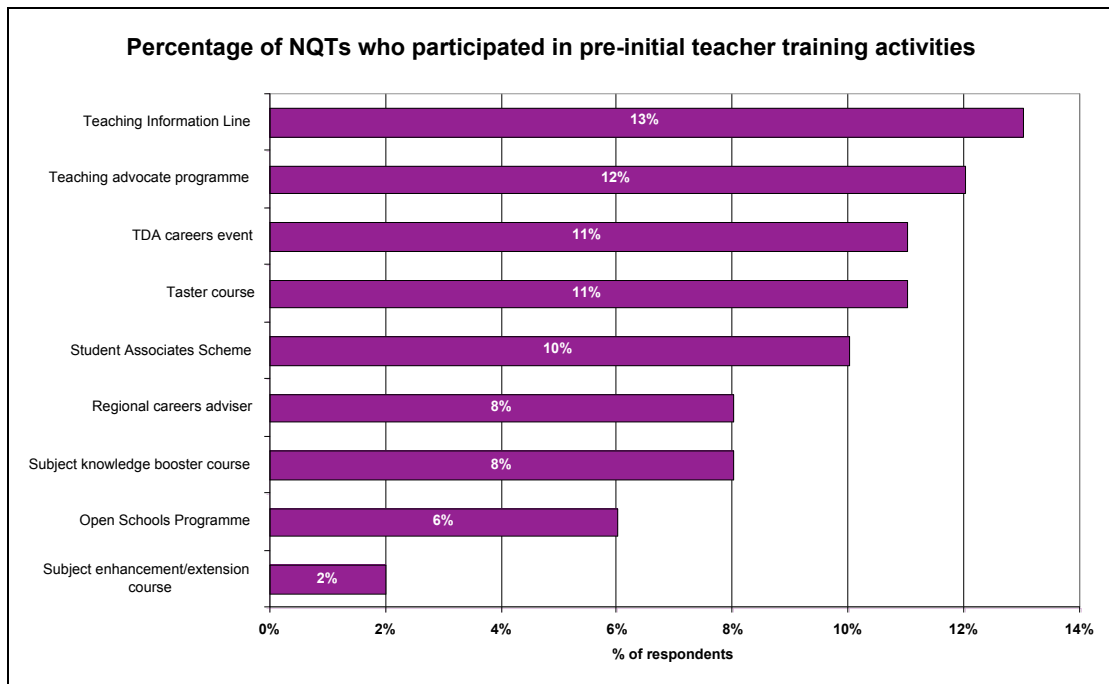
Comparing the responses to the subject specialism question by route, NQTs trained on secondary undergraduate routes gave higher ratings than secondary postgraduate and secondary employment-based routes: 84 per cent very goods and goods (undergraduate), 82 per cent (postgraduate) and 73 per cent (employment-based). For the ICT question, secondary undergraduate courses again ranked the highest (70 per cent very goods and goods) and employment-based routes the lowest (59 per cent).

Importance of pre-initial teacher training activities in influencing NQTs to go into teaching

The survey asked NQTs which pre-initial teacher training activities they had taken part in and how important these activities had been in influencing them to become a teacher. A detailed analysis will be available in autumn 2007. Some of the key initial findings are listed below⁵.

⁵ Note about the data: the data has been cleaned to exclude any invalid or unlikely responses, eg. NQTs stating they had taken part in all nine activities; NQTs stating they had taken both a subject knowledge booster course and a subject enhancement or extension course; NQTs stating they had taken a subject knowledge booster course in a secondary non-priority subject; primary-trained NQTs stating they had taken a subject enhancement or extension course. These combinations are either not possible or unlikely.

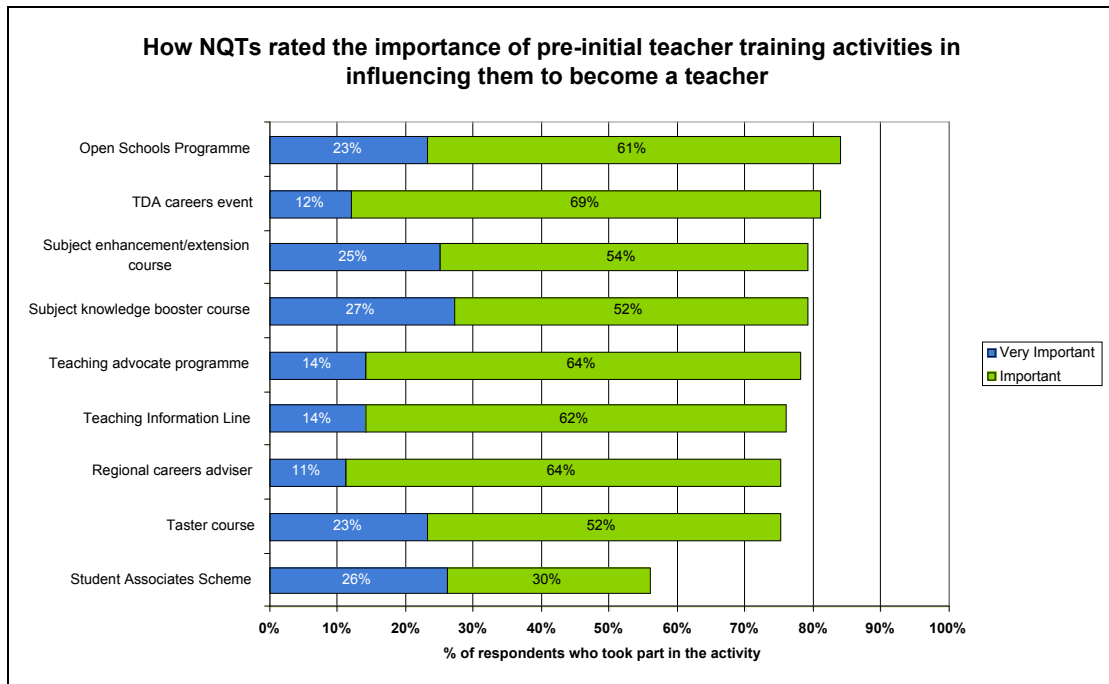
Graph 9



- More respondents said they had consulted the Teaching Information Line than had taken part in any other pre-initial teacher training activity: 1,146 NQTs (around 13 per cent of respondents).
- Subject enhancement/extension courses were the least participated in activities, with 215⁶ (two per cent of) respondents taking part in them. We would expect this figure to be lower than those for the other activities as subject enhancement/extension courses are intensive programmes aimed only at graduates who need to develop a greater depth of subject understanding prior to training for qualified teacher status.

⁶ There were 180 TDA-funded places on subject enhancement/extension courses in 2004/05 (the year 2007 NQTs were most likely to have taken part in pre-ITT activities). It is therefore likely that some survey respondents are referring to similar, non-TDA funded courses organised by providers.

Graph 10



- Of those taking part in each activity, NQTs responding to the survey rated the Open Schools Programme the most important influence on them becoming a teacher: 84 per cent of respondents taking part in this activity said it had been very important or important in their decision.
- The Student Associates Scheme received the lowest rating, with 56 per cent of respondents who took part in this activity rating it either very important or important in influencing them to become a teacher.

NQTs' current employment circumstances

The survey also asked NQTs about their current employment status. The key findings are listed below.

- There was little difference in the proportion of primary trained respondents that were employed in teaching compared with the proportion of secondary trained respondents.
- The pattern of employment of the primary trained NQTs was different from the secondary trained NQTs. For example:
 - 54 per cent of the primary trained NQTs had permanent teaching contracts compared with 77 per cent of the secondary trained NQTs
 - 30 per cent of the primary trained NQTs had fixed-term teaching contracts compared with 15 per cent of the secondary trained NQTs, and

- 11 per cent of the primary trained NQTs were engaged in supply teaching compared with four per cent of the secondary trained NQTs.
- The primary trained NQTs had on average 2.2 interviews before taking up their current position compared with on average 1.9 interviews for the secondary trained NQTs.
- The pattern of employment of the primary trained NQTs showed large regional variations. For example:
 - 35 per cent of the primary NQTs trained in Yorkshire and The Humber region had permanent teaching contracts compared with 72 per cent of the primary NQTs trained in the London region
 - 43 per cent of the primary NQTs trained in Yorkshire and The Humber region had fixed-term teaching contracts compared with 13 per cent of the primary NQTs trained in the London region, and
 - 16 per cent of the primary trained NQTs trained in Yorkshire and The Humber were engaged in supply teaching compared with nine per cent of the primary NQTs trained in the London region.
- A higher proportion of the secondary trained NQTs were employed in a school in which they trained than the primary trained NQTs (28 per cent compared with 22 per cent).
- A higher proportion of primary and secondary NQTs trained on an employment-based route were employed in a school in which they trained. (Fifty-one per cent of primary NQTs and 61 per cent of secondary NQTs trained on an employment-based route were employed in a school in which they trained).

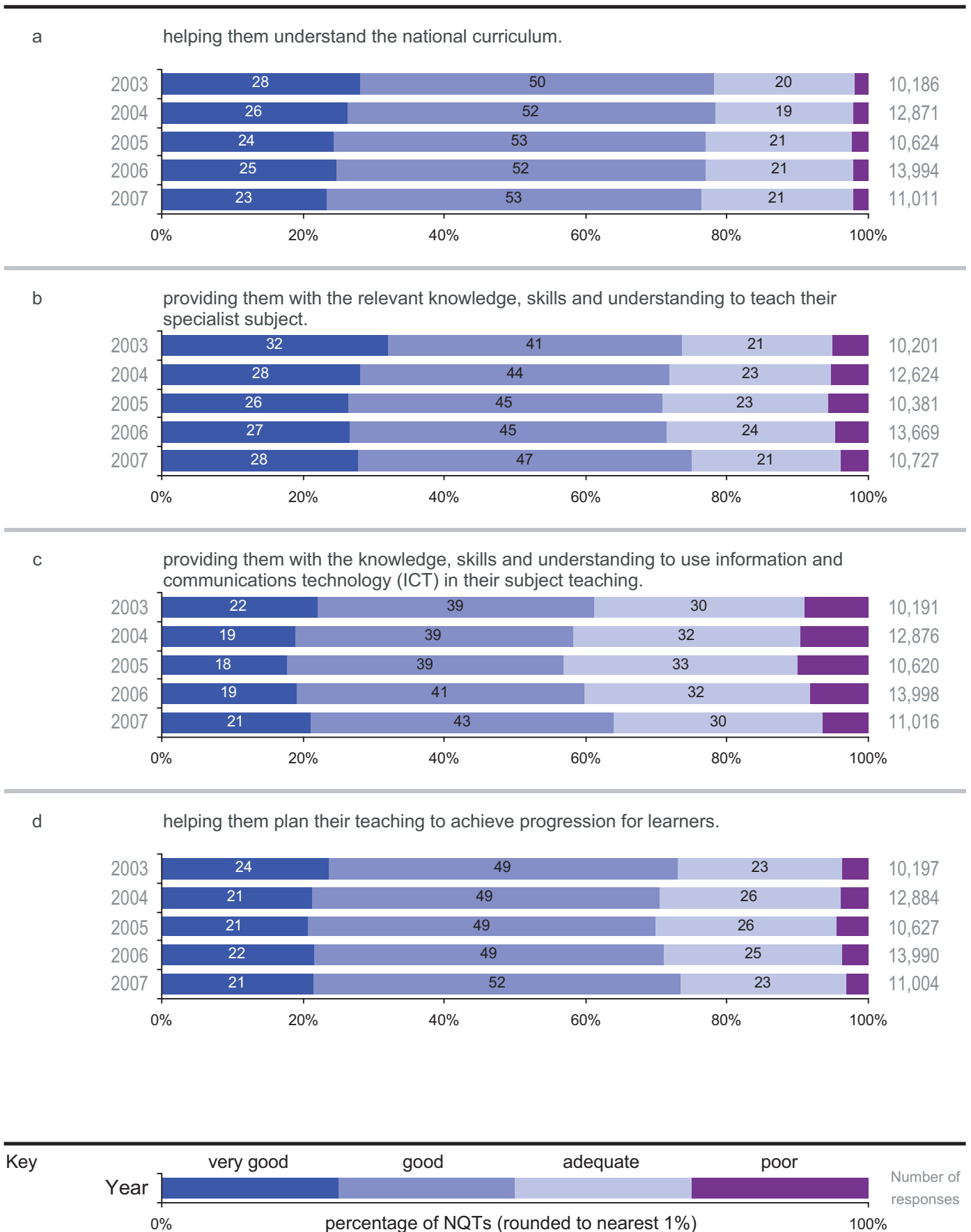
Figure 1 The newly qualified teacher survey

Q 1 How NQTs rated:

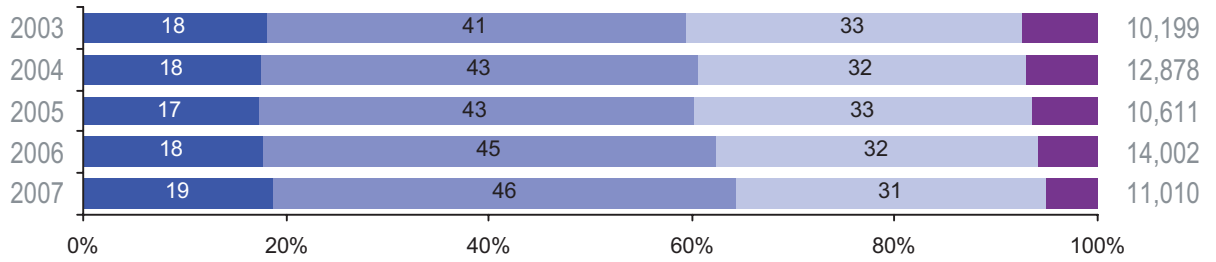


Figure 2 The newly qualified teacher survey

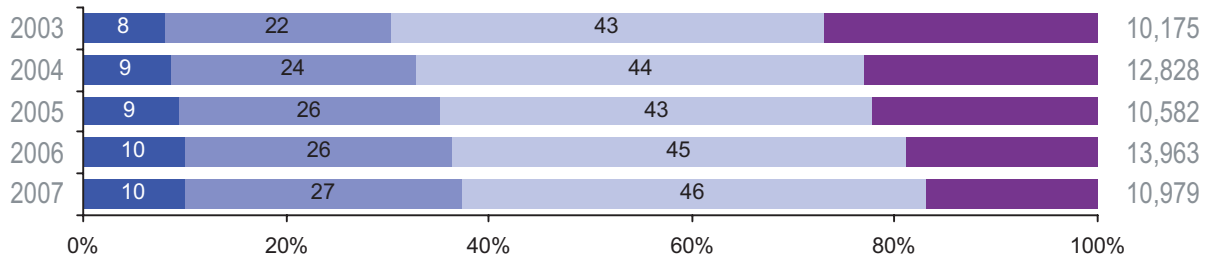
Q 2 How NQTs rated their training in:



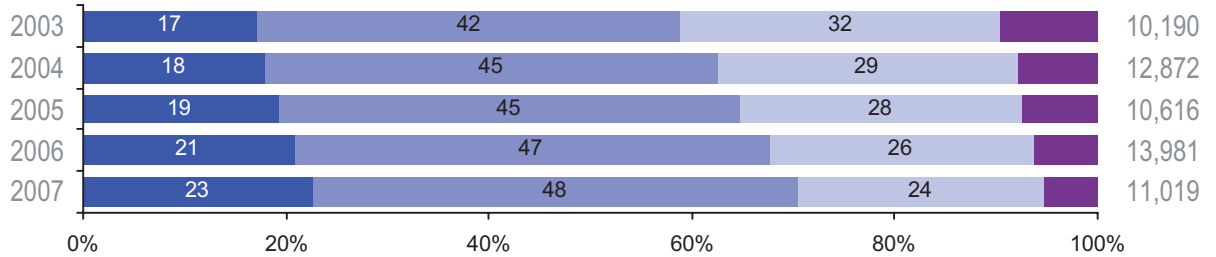
e preparing them to teach pupils of different abilities.



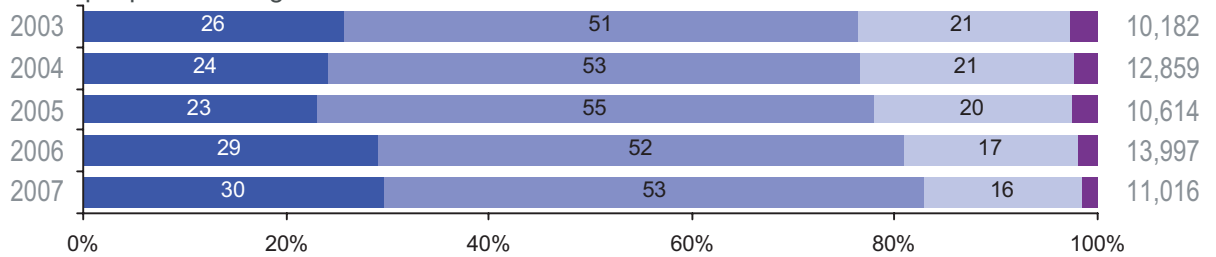
f preparing them to teach learners from minority ethnic backgrounds.



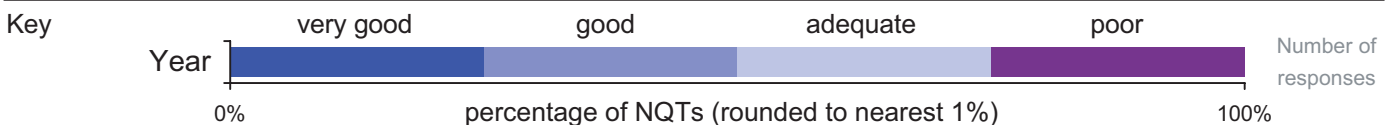
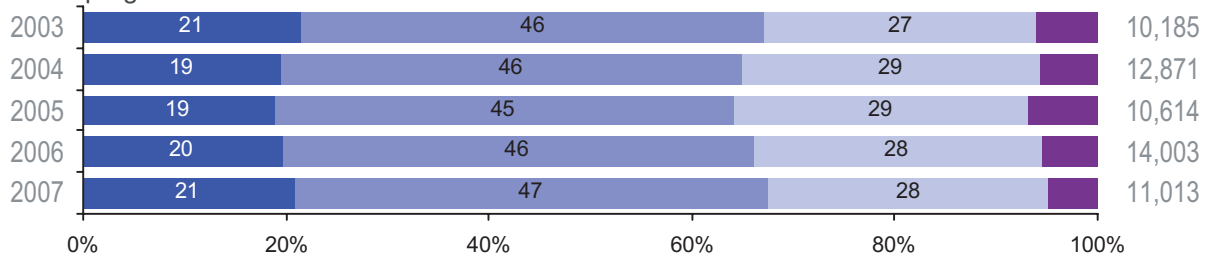
g helping them to establish and maintain a good standard of behaviour in the classroom.



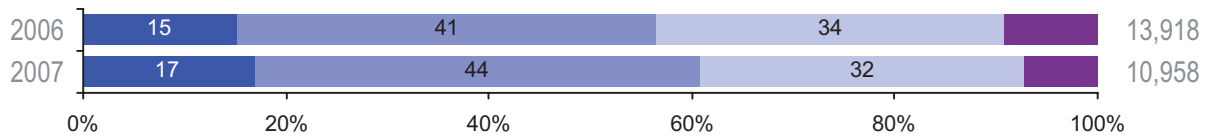
h helping them use a range of teaching methods that promote children's and young people's learning.



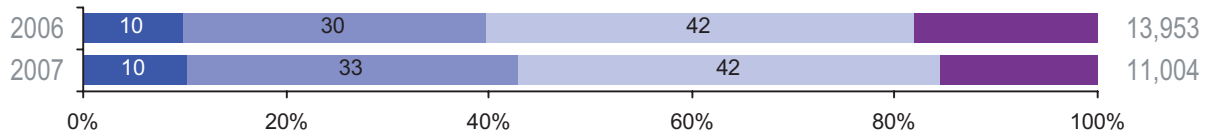
i helping them to understand how to monitor, assess, record and report learners' progress.



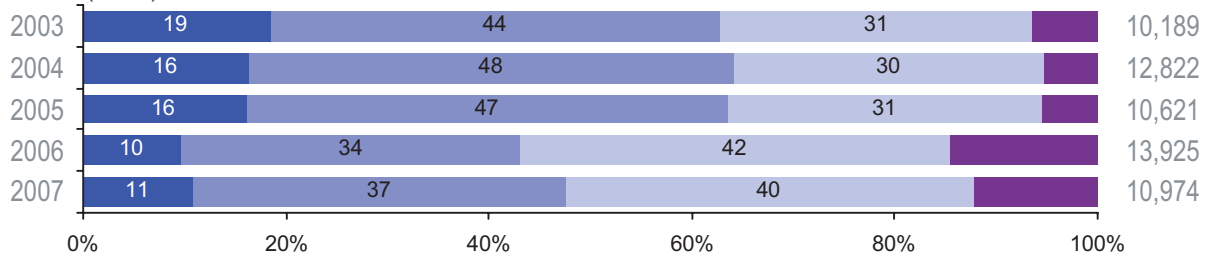
j **new in 2006** preparing them to begin their statutory induction period.



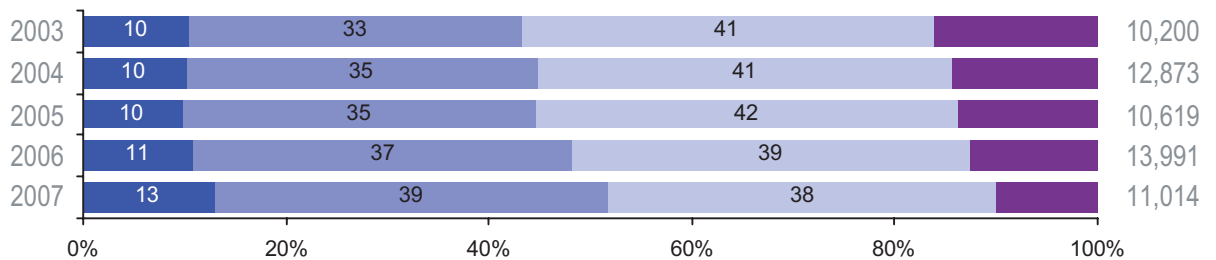
k **new in 2006** preparing them to use the career entry and development profile (CEDP).



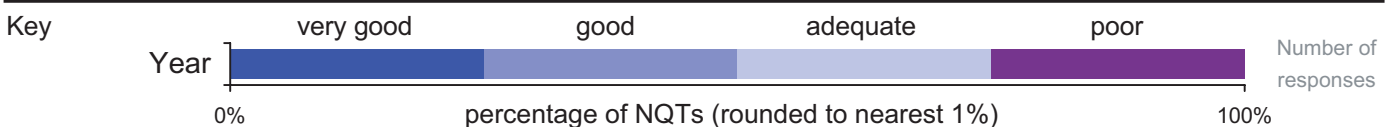
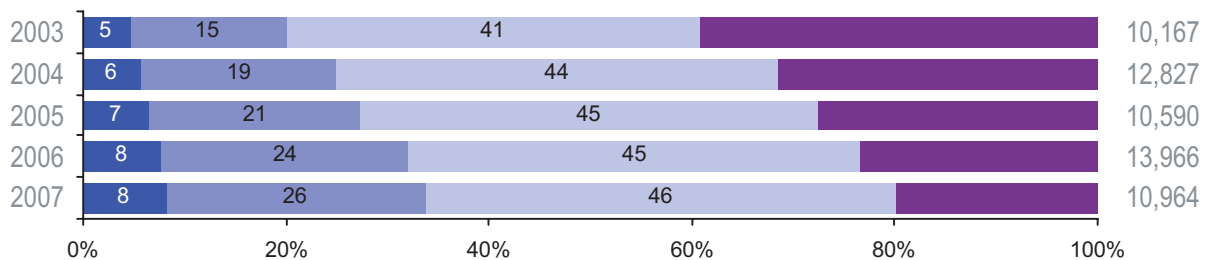
l preparing them to share responsibility for their continuing professional development (CPD).



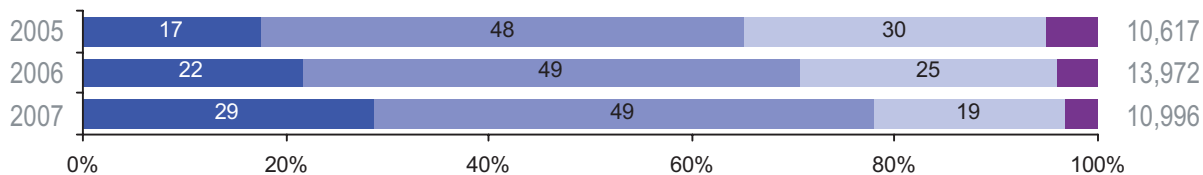
m preparing them to work with learners with special educational needs.



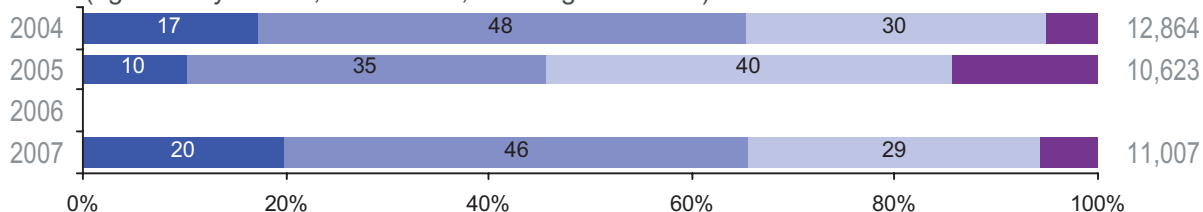
n preparing them to work with learners with English as an additional language.



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



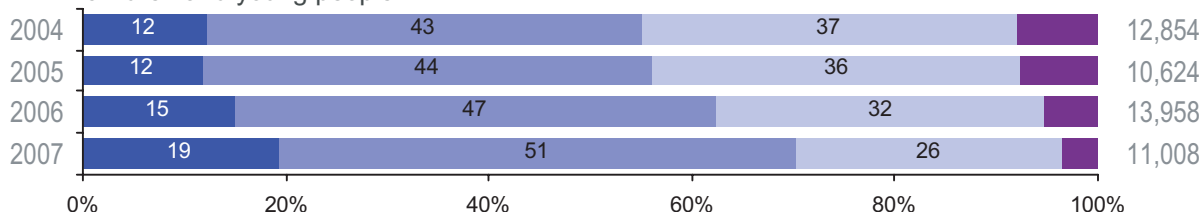
p **new in 2004** preparing them to work in a team with staff supporting them in the classroom (eg. nursery nurses, technicians, teaching assistants).



q **new in 2006** preparing them to communicate with parents or carers.



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



s **new in 2007** preparing them to teach reading using phonics. (primary NQTs only)

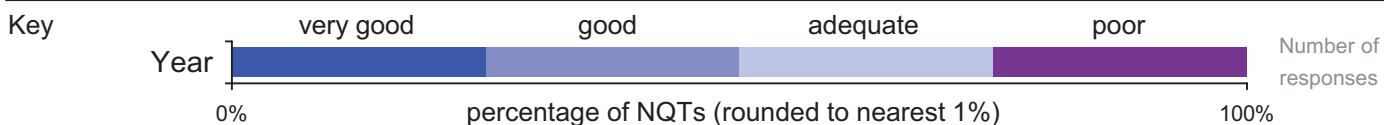
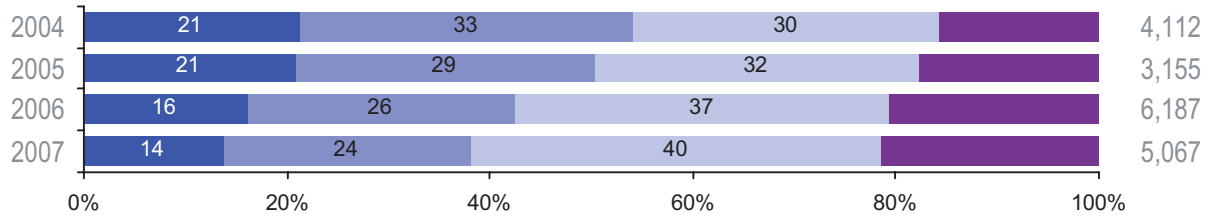


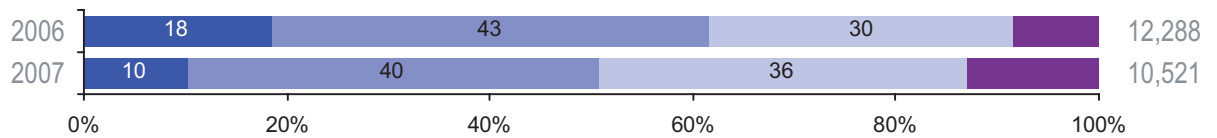
Figure 2 The newly qualified teacher survey

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

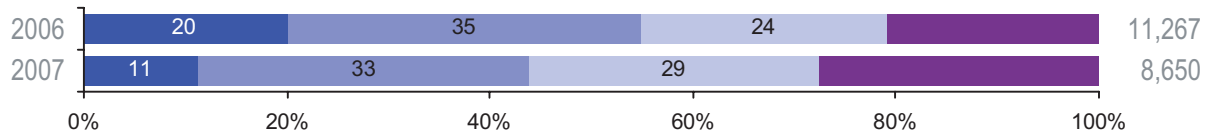
a **new in 2004** the foundation stage. (foundation and primary NQTs only)



b i **new in 2006** the primary national strategy overall. (all NQTs)



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



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

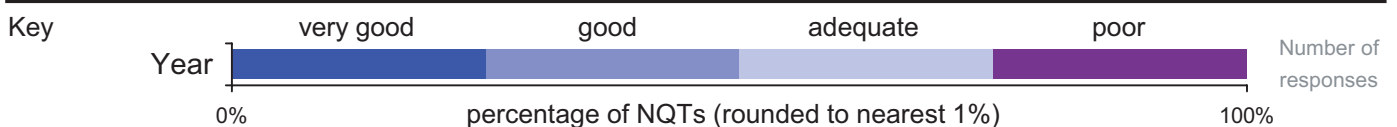
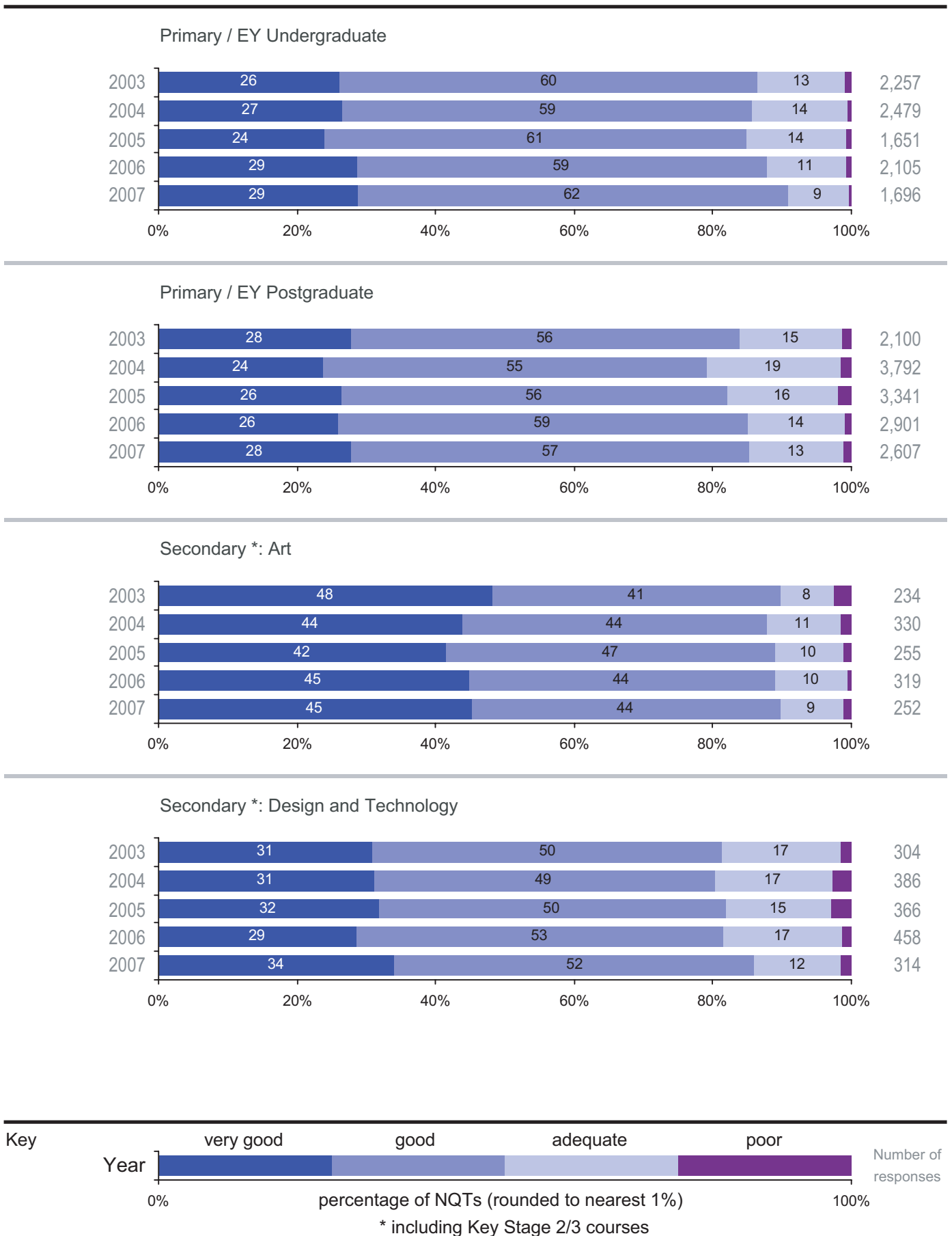
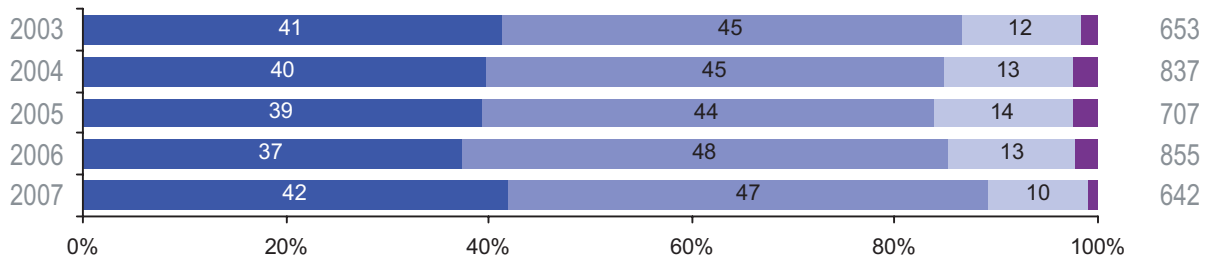


Figure 3 The newly qualified teacher survey

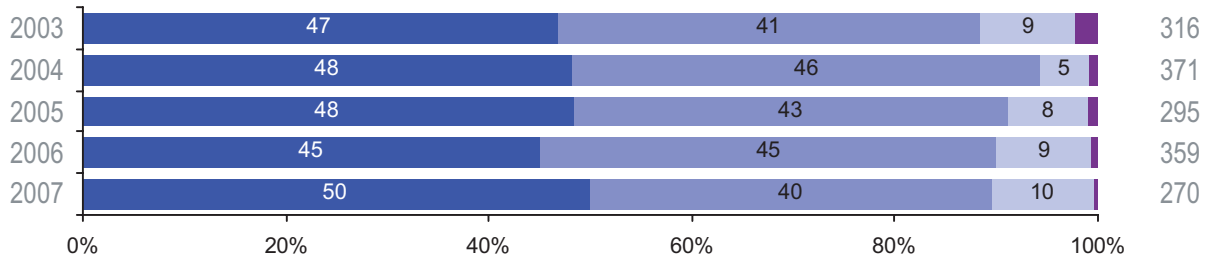
Q 1 a How NQTs rated the overall quality of their training:



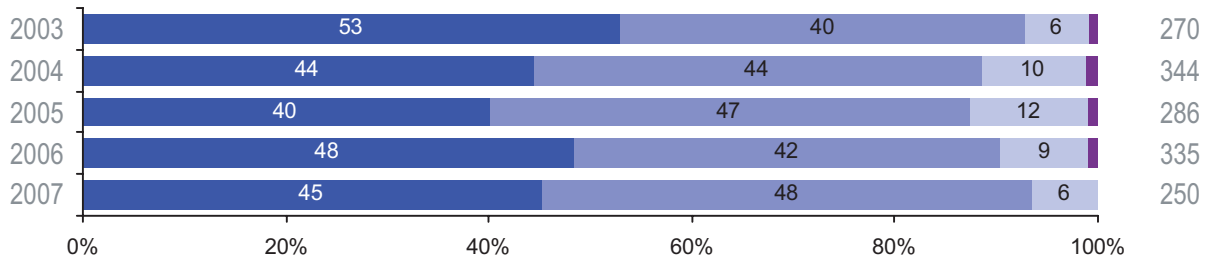
Secondary *: English



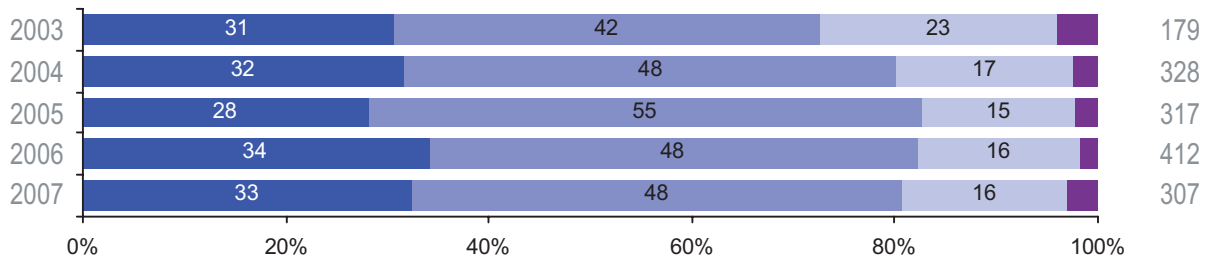
Secondary *: Geography



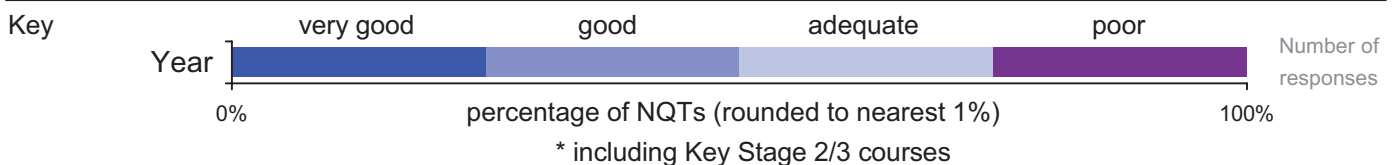
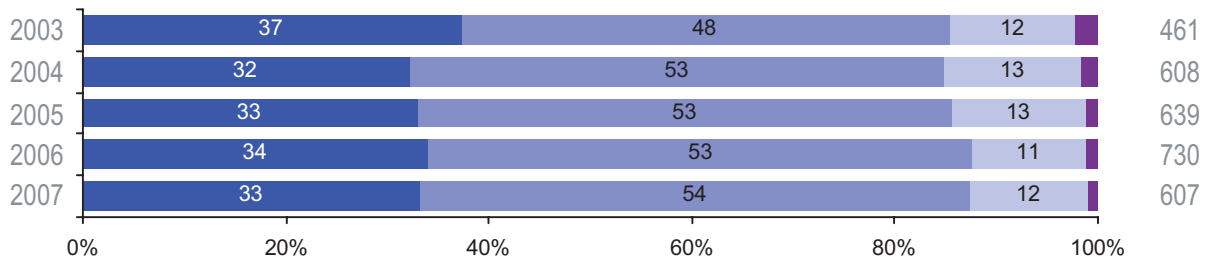
Secondary *: History



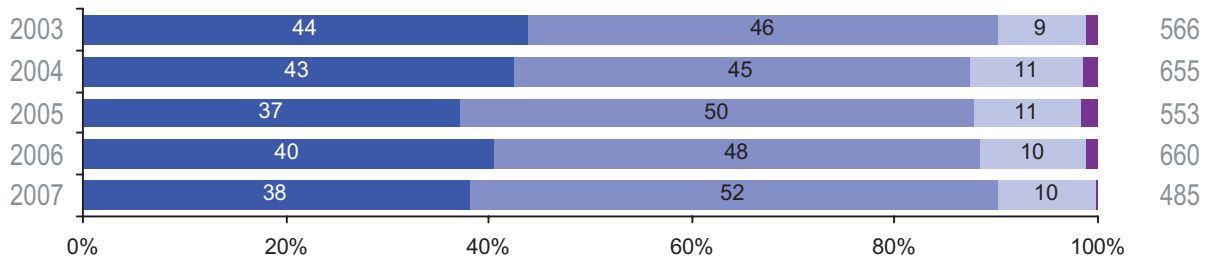
Secondary *: Information and Communications Technology



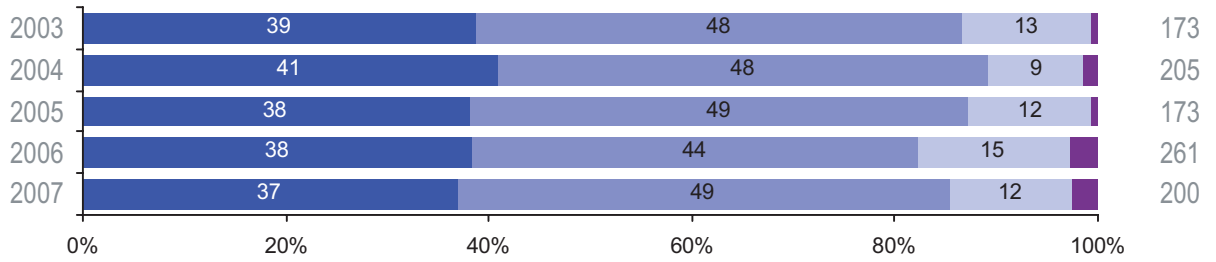
Secondary *: Mathematics



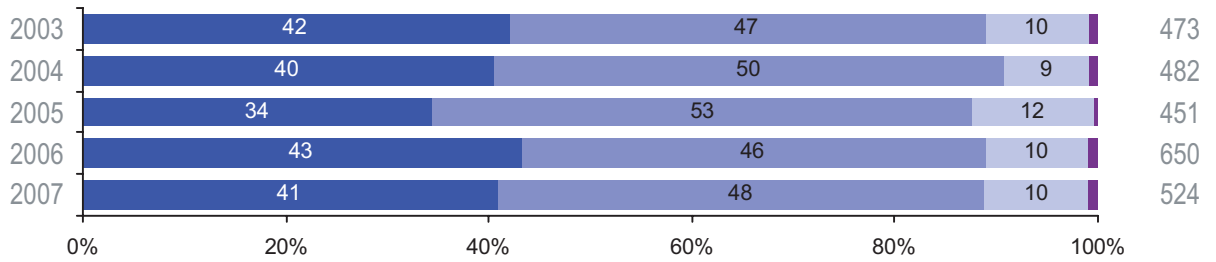
Secondary *: Modern Languages



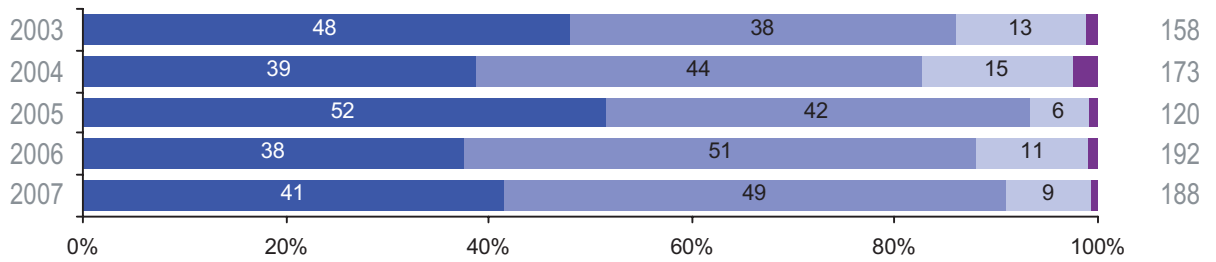
Secondary *: Music



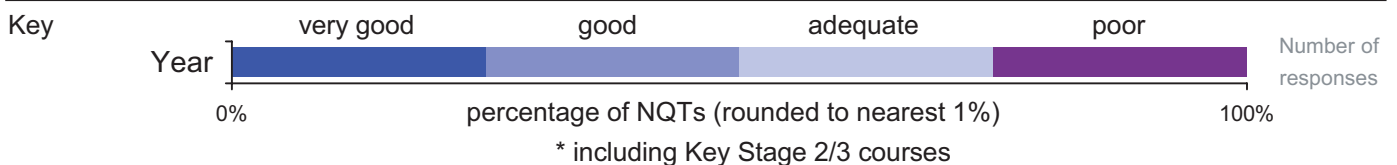
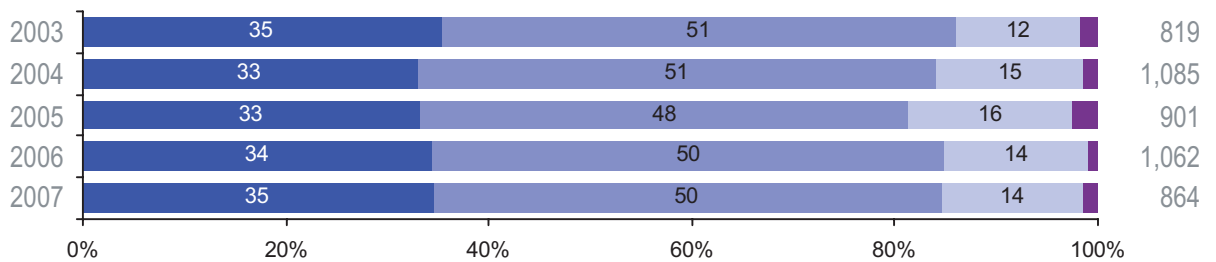
Secondary *: Physical Education



Secondary *: Religious Education



Secondary *: Science





The newly qualified teacher survey 2007

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.
- b. The overall quality of assessment and feedback you received during your training.
- c. The overall quality of support and guidance you received during your training to achieve the standards for qualified teacher status (QTS).

2. How good was your training in:

Very good Good Adequate Poor

- a. helping you understand the national curriculum?
- b. providing you with the relevant knowledge, skills and understanding to teach your specialist subject?
- c. providing you with the knowledge, skills and understanding to use information and communications technology (ICT) in your subject teaching?
- d. helping you plan your teaching to achieve progression for learners?
- e. preparing you to teach learners of different abilities?
- f. preparing you to teach learners from minority ethnic backgrounds?
- g. helping you to establish and maintain a good standard of behaviour in the classroom?
- h. helping you use a range of teaching methods that promote children's and young people's learning?
- i. helping you to understand how to monitor, assess, record and report learners' progress?
- j. preparing you to begin your statutory induction period?
- k. preparing you to use the career entry and development profile (CEDP)?
- l. preparing you to share responsibility for your continuing professional development (CPD)?
- m. preparing you to work with learners with special educational needs?
- n. preparing you to work with learners with English as an additional language?
- o. preparing you to work with teaching colleagues as part of a team?
- p. preparing you to work in a team with staff supporting you in the classroom (eg. nursery nurses, technicians, teaching assistants)?
- q. preparing you to communicate with parents or carers?
- r. preparing you for your teacher's statutory responsibility for the welfare and safety of children and young people?
- s. preparing you to teach reading using phonics? (primary NQTs only)

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3. How good was your training 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

Very good Good Adequate Poor

By the end of your training, how good was your understanding of the role of the teacher in relation to *Every child matters*?

5. Which key stages:

Foundation KS1 KS2 KS3 KS4 post-16

a. were you assessed on for QTS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. are you currently teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate the importance of the following pre-ITT activities in influencing you to go into teaching:

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"/>
b. Taster course?	<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"/>
d. Open schools programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discussions with a TDA teaching advocate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Subject enhancement or extension course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. TDA careers events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Advice from a regional careers adviser (RCA)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Contact with the teaching information line (TIL)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

French German Italian Portuguese Spanish N/A

a. in which languages were you trained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. which languages are you currently teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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8. Employment

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

- a. What is your employment status?
b. Are you employed on a teaching contract by a school in which you trained?
c. How many interviews did you have before you were employed in your current position?

9. 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 CAPITAL LETTERS):

E-mail: Tel:

10.If you wish to add any additional comments about your training, please do so below:

Multiple horizontal lines for writing additional comments.

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11. Disability

- a. Do you consider yourself to be a disabled person?
b. Do you meet the definition of disability* under the Disability Discrimination Act?

*A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out day-to-day activities, or a diagnosis of cancer, multiple sclerosis or HIV infection.

If you answered 'Yes' to either of these questions about disability, please also answer questions 12-14 overleaf.

Please return your completed questionnaire in the envelope provided (NQT survey, PECC Ltd, PO Box 74, CHEPSTOW, NP16 5WT)

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.



■ By completing these questions about your experience as a trainee teacher with a disability you will be helping to identify ways in which initial teacher training can promote further equality for future trainee teachers with disabilities.

12. Your training provider

a. Did you declare your disability to your training provider?

Yes

No, my disability was not relevant to my initial teacher training course

No, I was not given adequate opportunity to declare my disability

No, I did not feel confident about declaring my disability

No, other, please detail: _____

b. Did you make any requests of your training provider for reasonable adjustments to accommodate your disability? If so, how well were these requests met?

Yes, very well	Yes, well	Yes, met	Yes, but not met	No request made
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Your main school experience during initial teacher training

a. Did you declare your disability to the school?

Yes

No, my disability was not relevant to my initial teacher training course

No, I was not given adequate opportunity to declare my disability

No, I did not feel confident about declaring my disability

No, other, please detail: _____

b. Did you make any requests of the school for reasonable adjustments to accommodate your disability? If so, how well were these requests met?

Yes, very well	Yes, well	Yes, met	Yes, but not met	No request made
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please describe the nature of your disability and give any other information you feel is relevant:

a. It would be helpful if we could share this information in anonymous form with your training provider. Would you be happy for us to do this? Yes No

b. If you have answered 'Yes' to question 14a, please confirm the name of your training provider: _____

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The TDA is committed to providing accessible information. To request this item in another language or format, contact **TDA corporate communications** at the address below or by e-mail:

corporatecomms@tda.gov.uk

Please tell us what you require and we will consider with you how to meet your needs.

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