**Phases and routes**

|  |  |
| --- | --- |
| **Phase**  | **Routes** |
| Early Years | Graduate entry |
| Graduate employment-based |
| Undergraduate |
| School Direct |
| Primary | Postgraduate  |
| Undergraduate |
| School Direct |
| School Direct (salaried) |
| Secondary | Postgraduate |
| Undergraduate |
| School Direct |
| School Direct (salaried) |
| Further Education  | Pre-service |
| In-service |

**Survey questions**

|  |  |
| --- | --- |
| **Question** | **Phase** |
| I am confident the training programme will make me a good or better teacher. | All phases |
| I am confident I will be able to demonstrate I have met the Teachers’ Standards, the Teachers’ Standards (Early Years) or 2014 professional standards in FE by the end of my training. | All phases |
| I am confident the support I receive will enable me to complete my training. | All phases |
| I have been supported to secure employment. | All phases |
| I went through a rigorous selection process to gain a place on an ITE programme. | All phases |
| I feel I have been effectively trained by partnership trainers, lecturers and programme staff. | All phases |
| My placement experiences have taken place in different types of schools/colleges/settings. | All phases |
| Arrangements for my placements have been made in a timely manner. | All phases |
| My placement experiences have been of high quality. | All phases |
| My mentors have provided me with helpful feedback and clear targets to help me improve my teaching. | All phases |
| I have received effective mentoring while on placement. | All phases |
| I have the knowledge, understanding and skills I need to meet the needs of learners in the age phase for which I have trained. | All phases |
| I have acquired the specific knowledge, understanding and skills I need to support those who are disabled, those with special educational needs or those who have English as an additional language (EAL).  | All phases |
| I know how to promote good behaviour through my teaching and implement a range of behaviour management strategies. | All phases |
| I am confident in the use of systematic synthetic phonics as part of teaching early reading and promoting learners’ literacy skills. | Primary only |
| I am confident in the teaching of primary mathematics. | Primary only |
| I am confident that I have the subject knowledge to teach physical education well, including for pupils with special educational needs. | Primary only |
| I am confident that I can demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading. | Early Years only |
| I am confident that I can demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics. | Early Years only |
| I am confident that I have secure knowledge of early childhood development and its impact on learning. | Early Years and Primary |
| I know how to promote learners' literacy skills. | Secondary and FE only |
| I know how to promote learners' mathematical skills. | Secondary and FE only |
| I feel that my training programme has enabled me to teach the knowledge specific to my subject or phase. | All phases |
| My training programme promotes equality of opportunity. | All phases |
| My views on the quality of all aspects of my training are gathered regularly and impact on the quality of training I receive. | All phases |
| I am confident that my training programme is well led and managed. | All phases |
| I would recommend my training provider to others. | All phases |
| I used Ofsted ITE reports to help me find my current ITE training provider. | All phases |
| **[Free-text box question]**Please use this text box to enter any other comments you may wish to share. |  |

ToQ response scale

For all questions there should be a 5-point scale of response:

* Strongly agree
* Agree
* Neither agree or disagree
* Disagree
* Strongly disagree