



2006–07  
Annual report  
and accounts

*developing people,  
improving young lives*



*developing people, improving young lives*



# Training and Development Agency for Schools Annual report and accounts 2006–07

Annual Report presented to Parliament in pursuance of paragraph 17(3) of Schedule 13 to the Education Act 2005 and Accounts presented to Parliament on behalf of the Comptroller and Auditor General in pursuance of paragraph 18 of Schedule 13 to the Education Act 2005.

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## Our purpose

Our principal aim is to secure an effective school workforce that raises educational standards, provides every child with the opportunity to develop his or her potential and thereby improves children's life chances.

## Contents

### Annual report

- 4 Introduction
- 6 The TDA's role and responsibilities
- 8 Performance review
- 28 Management commentary
- 37 Remuneration report

### Accounts

- 44 Statement of responsibilities of the Board and the Chief Executive
- 45 Statement on internal control
- 48 The certificate and report of the Comptroller and Auditor General to the Houses of Parliament
- 50 Operating cost statement
- 51 Balance sheet
- 52 Cash flow statement
- 53 Notes to the accounts
  
- 69 Annex
- 70 Glossary
- 71 Board members

## Introduction

The Government's white paper, *Higher Standards, Better Schools for All*, gave the TDA a pivotal role in ensuring that teachers and the wider school workforce have the skills and support they need to face the challenges of the future.

We are committed to delivering integrated training, development and modernisation services for schools and children's services with passion and without compromise. In all that we do, we embrace our core values: **listen, improve, deliver.**

The composition of the school workforce has changed dramatically in recent years and continues to evolve. During the year we have built stronger training and career development frameworks for the whole school workforce, while continuing to improve the quality of initial teacher training (ITT) and thus the quality of new teachers entering the profession.

Separately we also play a leading strategic role in enabling change and modernisation in England's schools. We have achieved much of this success through working collaboratively with a wide range of partners and stakeholders. We have also benefited from having a critical, constructive and strong non-executive board.

Looking ahead, we will face considerable challenges over the next three years. However, our experience in transforming teacher recruitment and the quality of ITT and embedding successful change management practice in schools means that we are well placed to bring greater strength and coherence to the professional development of the education sector.



A handwritten signature in black ink that reads "Graham Holley".

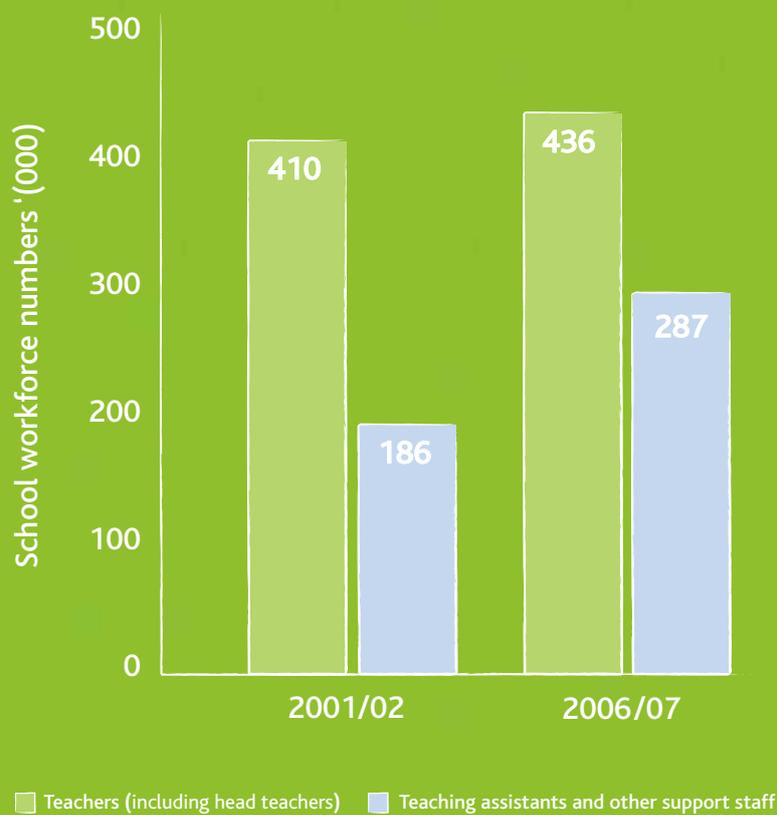
**Graham Holley**  
Chief Executive and Accounting Officer  
27 June 2007



A handwritten signature in black ink that reads "Brian K. Follett".

**Prof. Sir Brian Follett**  
Chair  
27 June 2007

## The changing composition of the school workforce



## The TDA's role and responsibilities

The Training and Development Agency for Schools is an executive non-departmental public body (NDPB) of the Department for Children, Schools and Families (DCSF\*), established under part one of the Education Act 1994 as amended by the Education Act 2005. The objectives of the Agency are to:

- contribute to the raising of standards of teaching and other activities carried out by the school workforce
- promote careers in the school workforce
- improve the quality and efficiency of all routes into the school workforce, and
- secure the involvement of all schools in all courses and programmes for the initial training of school teachers.

As the delivery arm for the people development aspects of government policy the TDA plays a key part in raising standards in schools and giving every child the opportunity to achieve his or her potential.

The performance review section details our achievements in delivering the benefits promised in our 2006–09 corporate plan.

*\* Before 28 June 2007 the TDA was an executive NDPB of the Department for Education and Skills (DfES), which is therefore referred to throughout this report*



A young boy with short dark hair, wearing a dark green school sweater with a white collar, is holding a large, bright yellow rectangular sign. The sign contains text and a logo. The background is plain white.

Performance review

Benefit one  
Securing workforce supply



## Ensuring schools have an adequate supply of skilled personnel of all types is our aim. The largest element within this is securing the supply of new teachers, achieved through the initial teacher training (ITT) route.

Pupil numbers are gradually reducing, easing pressures on teacher recruitment. However, we aim to keep the quality of new entrants as high as possible and therefore continue to work to improve the quality of training. We also focus recruitment activities on priority subject areas, particularly important for the enduring challenge of attracting teachers of secondary mathematics and science.

### Recruitment

Our programme of activities and support resulted in more than 39,800 trainees beginning ITT in England during the 2006/07 academic year. In achieving this, we helped safeguard the needs of schools for newly qualified teachers (NQTs) in 2007/08. Funding to mainstream ITT providers in the 2006–07 financial year totalled £259m, while a further £166m was made available for training bursaries (2005–06: £242m and £150m respectively). Recruitment was aided by a new package of financial incentives, announced in June 2005 and successfully implemented during the year.

We increased recruitment to secondary priority subjects significantly (over 15,400 new entrants), exceeding the previous year's intake by almost 400. We met or exceeded our targets for design and technology, English and drama, ICT and music. However, we were only able to increase recruitment of new mathematics and science teachers by one per cent, and are continuing with initiatives to raise this particular growth rate.

We successfully increased the number of trainees from a minority ethnic background from 9.9 per cent to 11.6 per cent of all recruits, exceeding our target of 10.5 per cent. In addition, more trainees with a declared disability entered training than in any previous year, up from 4.6 per cent in 2005/06 to 4.7 per cent in 2006/07.



## Overall quality and satisfaction

NQTs are increasingly satisfied with the training and preparation for teaching that they receive: their perceptions of the overall quality of their training are the highest for five years, with 86 per cent rating it as very good or good. Aspects which showed particular improvement included preparation for handling special educational needs, diversity and behavioural issues.

The quality of ITT training continues to improve, as evidenced by the outcomes of Ofsted inspections in 2005–06. There was an eight per cent increase in the number of accredited (primary and secondary) providers rated outstanding and only one provider rated unsatisfactory. Of the small number of providers only rated satisfactory by Ofsted the previous year, we helped 40 per cent to improve sufficiently to achieve a rating of good this year.

## Minority ethnic teaching

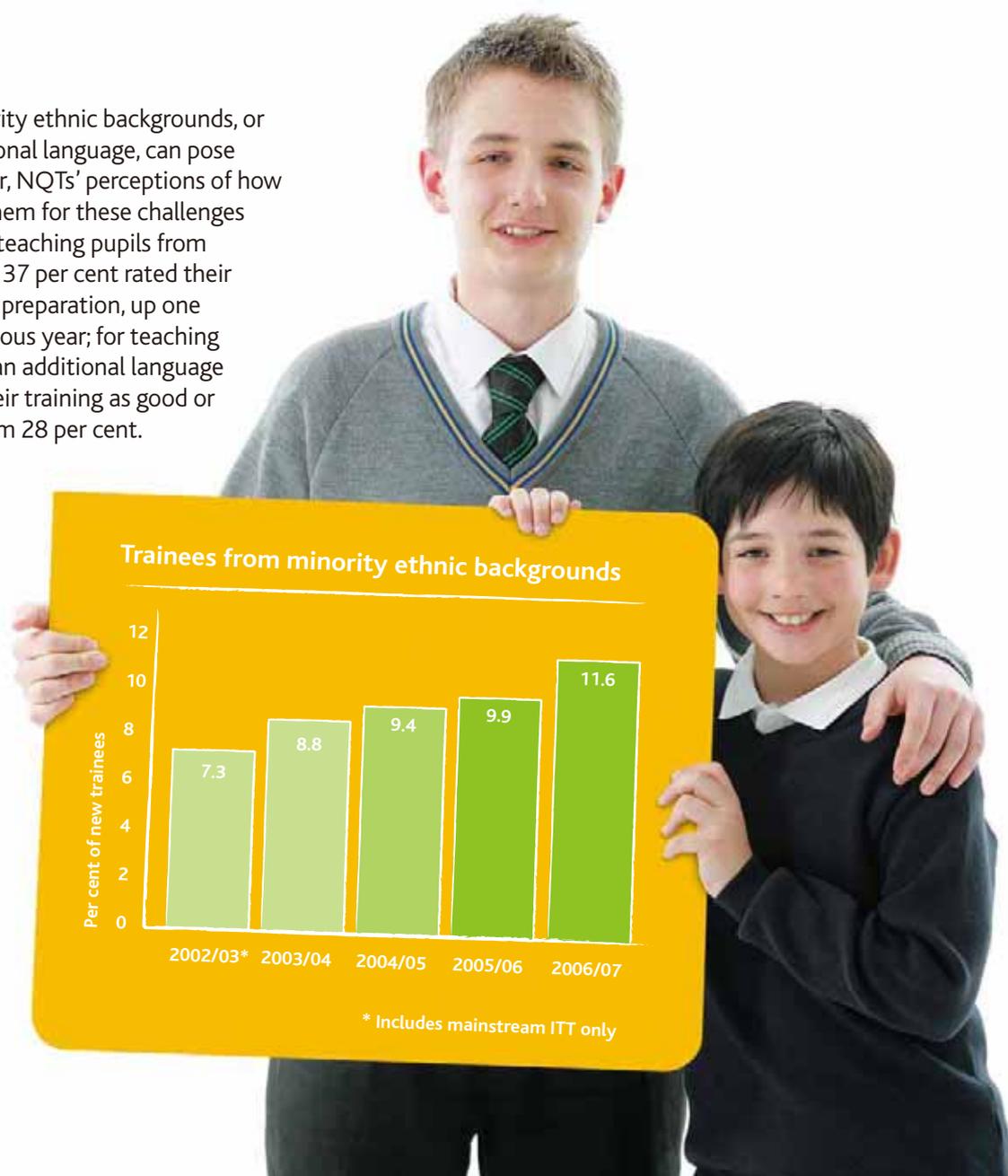
Teaching children from minority ethnic backgrounds, or for whom English is an additional language, can pose particular challenges: this year, NQTs' perceptions of how well their training prepared them for these challenges reached a four-year high. For teaching pupils from minority ethnic backgrounds, 37 per cent rated their training as good or very good preparation, up one percentage point on the previous year; for teaching children for whom English is an additional language 32 per cent of NQTs rated their training as good or very good preparation, up from 28 per cent.

## Special educational needs

In 2006, 48 per cent of NQTs rated the extent to which their training prepared them to work with children with special educational needs (SEN) as very good or good. This compares with 45 per cent in 2005 and 43 per cent in 2003.

## Behaviour

NQTs' perceptions of how well their training helped them to establish and maintain a good standard of behaviour in the classroom indicate a highly significant year-on-year increase of three percentage points (68 per cent very good and good responses in 2006, compared with 65 per cent in 2005) and an increase of nine percentage points since the 2003 survey.



## Revised standards and requirements for qualified teacher status (QTS)

We published draft standards for qualified teacher status (QTS) in November 2006. These were developed in the context of a broader review of classroom teacher standards, and followed a period of extensive consultation with a wide range of stakeholders. The new standards have been designed to reflect the new agenda, including Every Child Matters and the new professionalism for teachers. Some aspects have been strengthened, such as those that relate to working with other professionals, and special educational needs. The standards take full account of the Common core of skills and knowledge for the children's workforce. Overall, the number of standards has been reduced from 42 to 33.

We also published draft ITT requirements in December 2006 following a review that involved national stakeholder consultation meetings and an online consultation exercise. As a result, the ITT requirements are now simplified and reduced in number from 23 to 20. The new requirements allow accredited teacher training providers greater flexibility in the design and delivery of their training programmes, and are consistent with new areas of priority such as the safeguarding of children and young people, and equality.

## Establishing the demand for specialised support staff

During the year we worked closely with partners to identify the numbers of support staff deployed in schools, for whom higher level teaching assistant (HLTA) skills are required. The findings will be used to identify development needs and target training accordingly.

## Reducing bureaucracy

We are always conscious of the administrative demands our activities can place on teacher training providers. During the year we worked with the Higher Education Regulatory Review Group and other organisations to minimise administration.

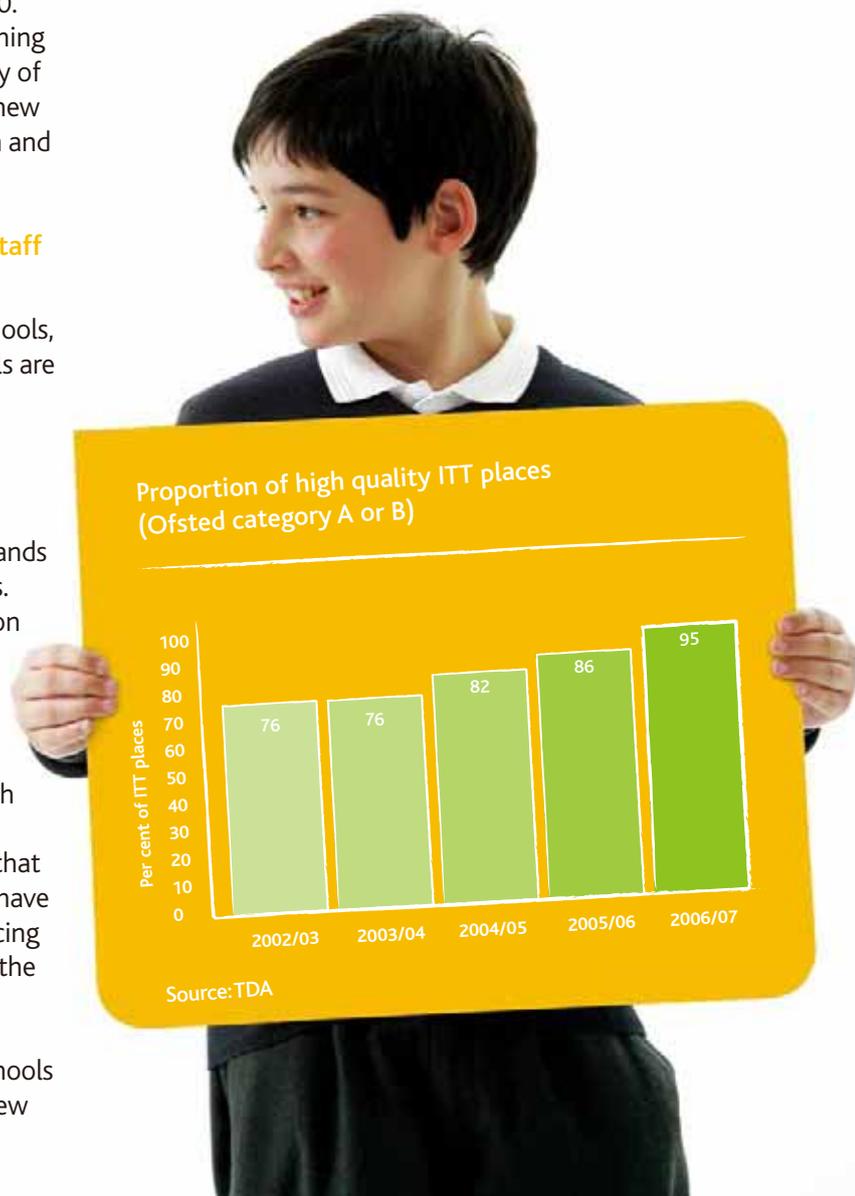
We have now combined our two largest collections of funding data from training providers. Working with Ofsted, we have implemented a more streamlined inspection regime for higher education institutions that have received at least a 'good' rating previously. We have also rationalised a number of financial reports, reducing further the burdens for providers while maintaining the highest levels of governance and accountability.

The TDA's efforts to minimise bureaucracy in the schools sector were recognised by the Implementation Review Unit in its 2006 annual statement.

## What the Implementation Review Unit said about the TDA:

*"We are also pleased with the TDA's gatekeeping arrangements. This organisation, through its Information Management Group (IMG), was one of the first non-departmental public bodies to implement robust gatekeeping arrangements for the systematic checking and review of its research and data collection programmes. Critically, half the IMG's membership comes from schools and other stakeholders, enabling the TDA to actively minimise burdens on the front line."*

Source: IRU annual statement, 2006



Performance review

## Benefit two

Improving training  
availability and uptake



Delivering excellence in schools is a team effort. Teachers and support staff need clear and practical development opportunities. Schools need skilled and experienced staff who, in turn, must have the tools and career opportunities to help them deliver.

During 2006–07 we implemented a range of developmental programmes and support services to help schools build the complex range of talents they need. We focused attention particularly on priority subject areas, especially mathematics, chemistry and physics.

#### Teaching and support staff in mathematics and science

Ensuring there are sufficient high quality teachers in priority subjects, especially mathematics, physics and chemistry, is an ongoing challenge. One of the ways in which we are addressing demand is to provide specialist courses in priority subjects for teachers whose qualifications are in other subjects.

During the year we worked with the science and science education communities to develop detailed specifications for physics and chemistry courses, with a view to running a series of pilots later in 2007. Similarly, we will pilot mathematics courses during the year.

Specialist support staff are also important in raising overall achievement in schools. During 2006–07 we worked closely with the DfES to design mathematics and science training for specialist secondary school higher level teaching assistants, with training programmes commencing during 2007–08.

#### Postgraduate professional development (PPD) for teachers

The PPD programme helps teachers extend their knowledge and capabilities by undertaking high quality masters-level qualifications. This in turn leads to higher quality classroom practice, provides developmental goals for teachers and enhances motivation. In addition, there are indications that teachers share their learning with colleagues, enhancing expertise throughout the school sector.

The PPD programme is in its second year. This year we subsidised around 33,000 places, an increase of more than 10 per cent on the previous year. In 2007–08, we expect the number to grow by another 10 per cent to around 36,000.

#### Helping teachers to rejoin the profession

Qualified, experienced teachers returning to the profession represent an important part of annual recruitment. In 2006–07, we helped over 1,200 teachers rejoin the profession and supported their transition back to teaching with preparatory courses and guidance. We continued to focus on encouraging the return of secondary teachers, in particular to mathematics and science.

The quality of training received by would-be returners is critical and is evaluated by specialist assessors. This year all providers were rated good or higher.



## The Skills for Life planner is used by school leaders to help develop the skills of support staff.

[www.tda.gov.uk/leaders/skillsforlife](http://www.tda.gov.uk/leaders/skillsforlife)



## Delivering professional support in schools

We run a number of programmes and initiatives aimed at helping support staff acquire key skills and qualifications, and providing them with realistic, clear career paths and opportunities. A notable achievement is that 5,240 candidates achieved HLTA status during the year – over 93 per cent on the first attempt – bringing the total number of HLTAs to 16,111. A further 2,486 are registered and working towards achieving the status.

## The growth in numbers of qualified HLTAs

As we build the infrastructure that will deliver and maintain the highest quality support staff for the future, we are making sure we have a deep understanding of the real contribution that support staff make to the success of our schools. During the year we commissioned research into the deployment of support staff in schools and the impact and perception of training and development. These studies report in 2007–08.

We have provided an online tool to enable support staff to identify the career pathways and options open to them, and to plan their development accordingly. The tool has been designed so that local authorities can tailor it to reflect the particular development opportunities available in their areas.

The Skills for Life planner is another online tool, designed to help school leaders devise numeracy and literacy programmes to meet the needs of their support staff. Feedback so far has been very positive.

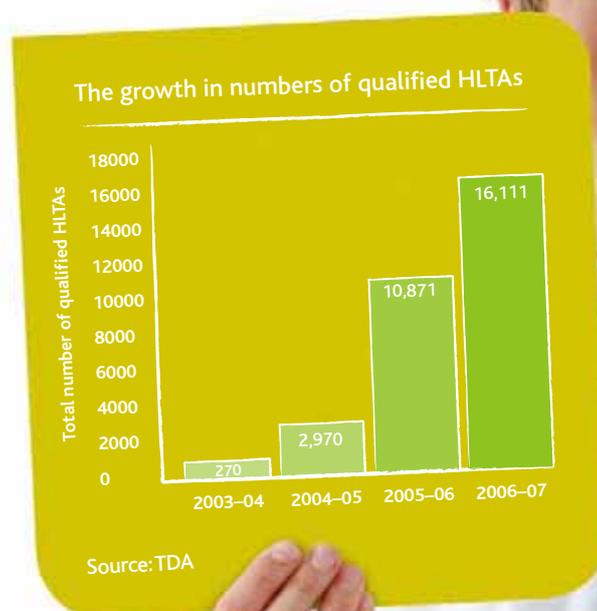
We have updated the national occupational standards for teaching and classroom assistants, widening their scope to include roles that support teaching and learning beyond the traditional teaching assistant role. Support staff find the new standards, which will be reflected in future professional qualifications, more relevant to them.

## Special educational needs and disability

This year we began piloting a suite of materials to strengthen the special educational needs (SEN) and disabilities elements of teachers' induction and continuing professional development. The Government has said that all new SEN coordinators (SENCOs) will be required to undertake nationally accredited training and we are in the initial phase of a project to embed this.

## The school business manager's role

Schools can be large, complex organisations and school business managers play a vital role in enabling them to function smoothly. Our aim is to provide school business managers with the necessary skills and expertise through professional training and recognised qualifications. By the end of 2006–07 around 3,500 people had achieved a national school business manager qualification through the TDA-funded programme, delivered by the National College for School Leadership (NCSL). Just over 78 per cent passed the certificate or diploma first time.





Performance review

## Benefit three

Staff development and  
deployment practices



We provide school leaders with guidance and practical support in developing their whole school workforce, including best practice in helping new teachers to settle in their roles and develop their career plans. Our aim is that school leaders are able to help the school workforce to attain the highest professional standards.

### New teachers

The career entry and development profile (CEDP) helps teachers plan their careers and develop essential skills in their first year or so. A newly revised CEDP provides clearer guidance for teachers, enabling them to use it more effectively

### Early professional development

We have been undertaking research to identify, at local authority and school level, examples of best practice in helping second year teachers build on their induction year experiences and prepare for new responsibilities. We will use the findings to develop and test guidance to support early professional development and bring greater coherence to the transition from induction to the early years of teaching.

### Continuing professional development for teachers

It has long been recognised by Ofsted and others that CPD programmes for teachers ultimately contribute to higher pupil achievement. During the year we provided detailed advice on CPD strategy to ministers, developed in consultation with the Social Partnership and the National Reference Group. The advice drew heavily on the Every Child Matters agenda and comprised three elements: a CPD strategy for teachers, national priorities for teachers' CPD, and quality assurance of CPD.

These three elements will underpin our work in the coming year to encourage demand for teachers' CPD, to bring coherence to CPD through collaboration with key partners, and to take a lead in coordinating the supply of CPD.

### National priorities

Ministers have agreed the following national priorities for teachers' CPD:

#### Pedagogy, including

- behaviour management
- subject knowledge
- supporting curriculum change

#### Personalisation, including

- equality and diversity
- special educational needs and disability

#### People, including

- working with other professionals
- school leadership

## Performance management

In its evidence to the School Teachers' Review Body in 2005, the Rewards and Incentives Group (RIG) framed a vision of a 'new professionalism', first mentioned in the 1998 green paper, *Teachers: meeting the challenge of change*. The paper defined the new professionalism and its relation to performance management.

Revised performance management arrangements for teachers and headteachers come into effect in October and December 2007 respectively. To ensure schools are fully aware of their role in empowering teachers and headteachers to engage fully with performance management, we developed and implemented a cascade workshop programme through local authorities (LAs). TDA trainers trained 950 LA officers to deliver briefings to schools. By the end of the year LAs had delivered workshops to approximately 18,000 schools.

We set up a performance management helpdesk to provide guidance on performance management questions from LA staff. We also provided training in the new performance management arrangements to coordinators of governor services. We provided guidance materials and resources for schools and LAs. These included answers to frequently asked questions, 'how to' information sheets and online resources.

## Revised professional standards for teachers

In April 2006, we provided advice to the Secretary of State on a revised framework of professional standards for teachers. Since then, we have worked with the RIG and the DfES to respond to issues raised in subsequent consultation exercises. The standards will stimulate demand for CPD in the context of performance management: they will help teachers to identify their training and development needs, which will in turn enable them to develop their practice and their careers.

## Subject-specific CPD

One of the key national priorities is the need for more subject-specific CPD opportunities, especially at primary level. During the year we held a PPD interim funding round focusing exclusively on subject knowledge and launched a subject CPD pilot project.

During the first stage of the subject CPD pilot project we are working with subject associations in four subject areas (music, history, English, and economics and business studies) to identify the best ways to support and enhance CPD that can be accessed 'at a distance' and primarily online.

## Supporting CPD leaders

CPD leaders have an increasingly important role in schools, helping teachers and support staff to identify and address their development needs. We are currently producing online resources to support them and will develop a broader strategy following a pilot project conducted this year.

A CPD leadership pilot project was launched in January 2007. We are working with 68 LAs across all government regions to identify the most effective ways of developing and supporting CPD leaders in schools.



A young man with short, light brown hair, wearing a white dress shirt and a green and white striped tie, is smiling and holding a large purple sign. The sign has rounded corners and contains white text. The background is plain white.

Performance review

**Benefit four**  
Change management



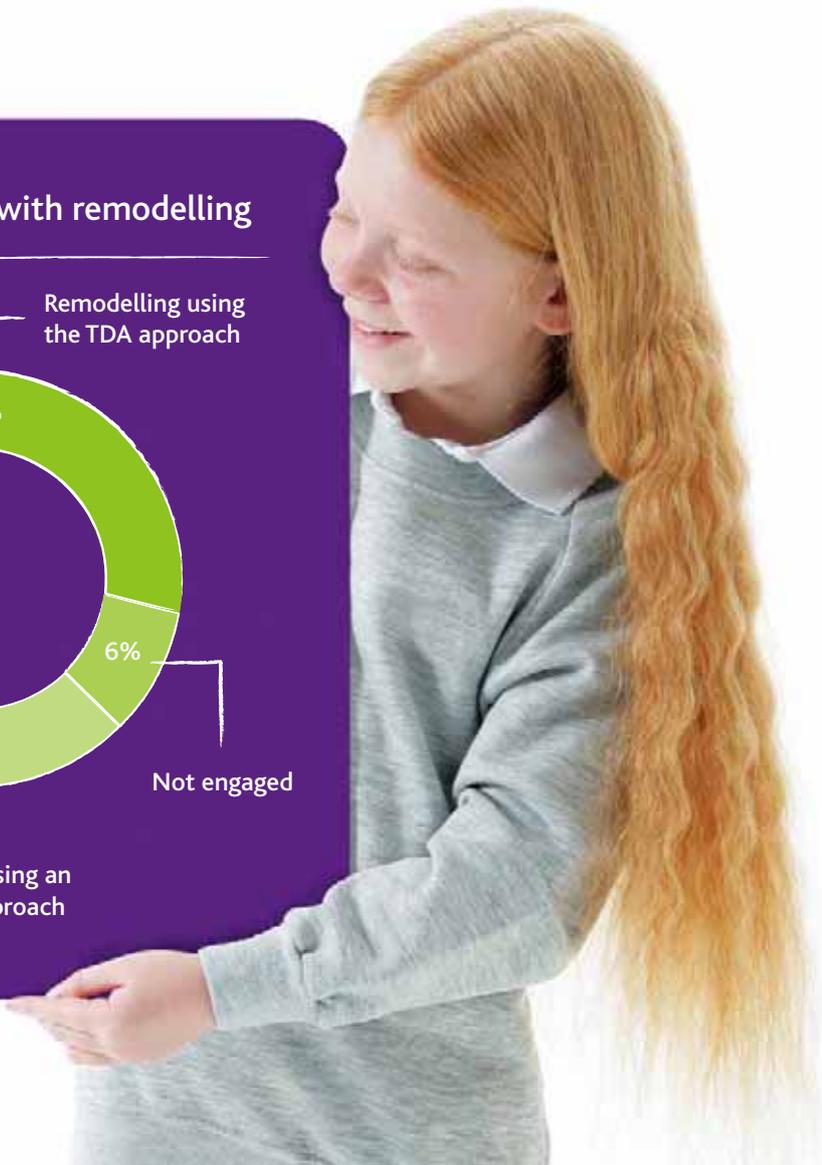
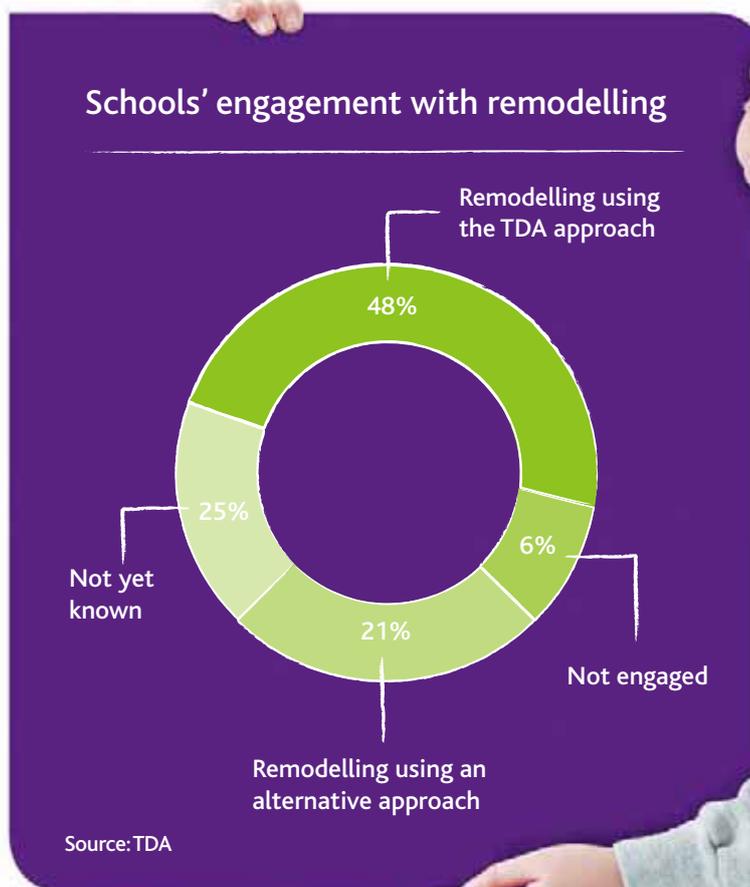
# The TDA strongly supports the Every Child Matters agenda and manages a number of projects on behalf of the DfES.

With the help of LAs, we continued to support school workforce remodelling and sustain the gains obtained from creating time for teachers to focus on their professional role. We have identified and promoted 'best practice' solutions to aid change management in schools.

## Extended schools

An extended school provides a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. In future, the aim is that children and their families will have access to a 'core offer' of extended services delivered in partnership with other schools or agencies.

Throughout the year we continued to work with LAs to help schools provide access to a range of extended services for their pupils and the wider community. We exceeded our target of 2,500 schools making the full core offer of extended services, with over 4,000 schools now doing so. We developed and piloted a school improvement planning process and toolkit. This provides a logical framework for integrating schools' new requirements for self-evaluation and enables them to monitor the impact of their extended services. Over 200 schools are currently involved in the piloting process.



We started a parent support adviser (PSA) pilot in 20 LAs. This is part of a broader government initiative for parents, particularly those whose children are at risk of developing behavioural, emotional or social difficulties. By January 2007 more than 600 schools were being supported by a PSA. As part of the pilot we also set up the Development and Advisory Group to support the development of PSA qualification models and to advise awarding bodies.

Cluster managers are becoming increasingly important in helping schools to develop extended services at a local level. During the year we developed and rolled out specific training for 300 cluster managers.

### The 'core offer'

The core offer of extended services for schools, mainstream and special, includes:

- high quality childcare available 8am–6pm all year round
- a varied menu of activities such as homework clubs, study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs
- parenting support including family learning sessions
- swift and easy referral to a wide range of specialist support services
- wider community access to ICT, sports and arts facilities, including adult learning

### Targeted youth support

All young people require access to high quality universal services, but a critical minority of young people have serious problems which may require many different services to work for them if they are to fulfil their potential. Targeted youth support (TYS) is about delivering joined-up provision of services to such vulnerable young people, as set out in the Youth Matters green paper.

We worked with 14 local areas to test how integrated targeted support might be delivered, and received good or very good feedback from all of these pathfinder authorities on the processes and support we provided. This work led to the creation of a TYS change management toolkit and case studies for use by other local areas.

We have now begun a national rollout and, through government offices, will provide support for all 150 local areas to reshape TYS.

### National agreement

We continued to work with workforce modernisation teams in every LA as they support schools to ensure the gains brought about through the implementation of the national agreement and workforce reform are maximised and sustained.

We ran a series of regional 'sustainable change' workshops which focused on helping schools to use remodelling skills and tools to overcome wider challenges. We helped LAs to develop robust plans for supporting and challenging their schools and canvassed the views of local social partnerships, so that we can better support their work with schools at a local level.

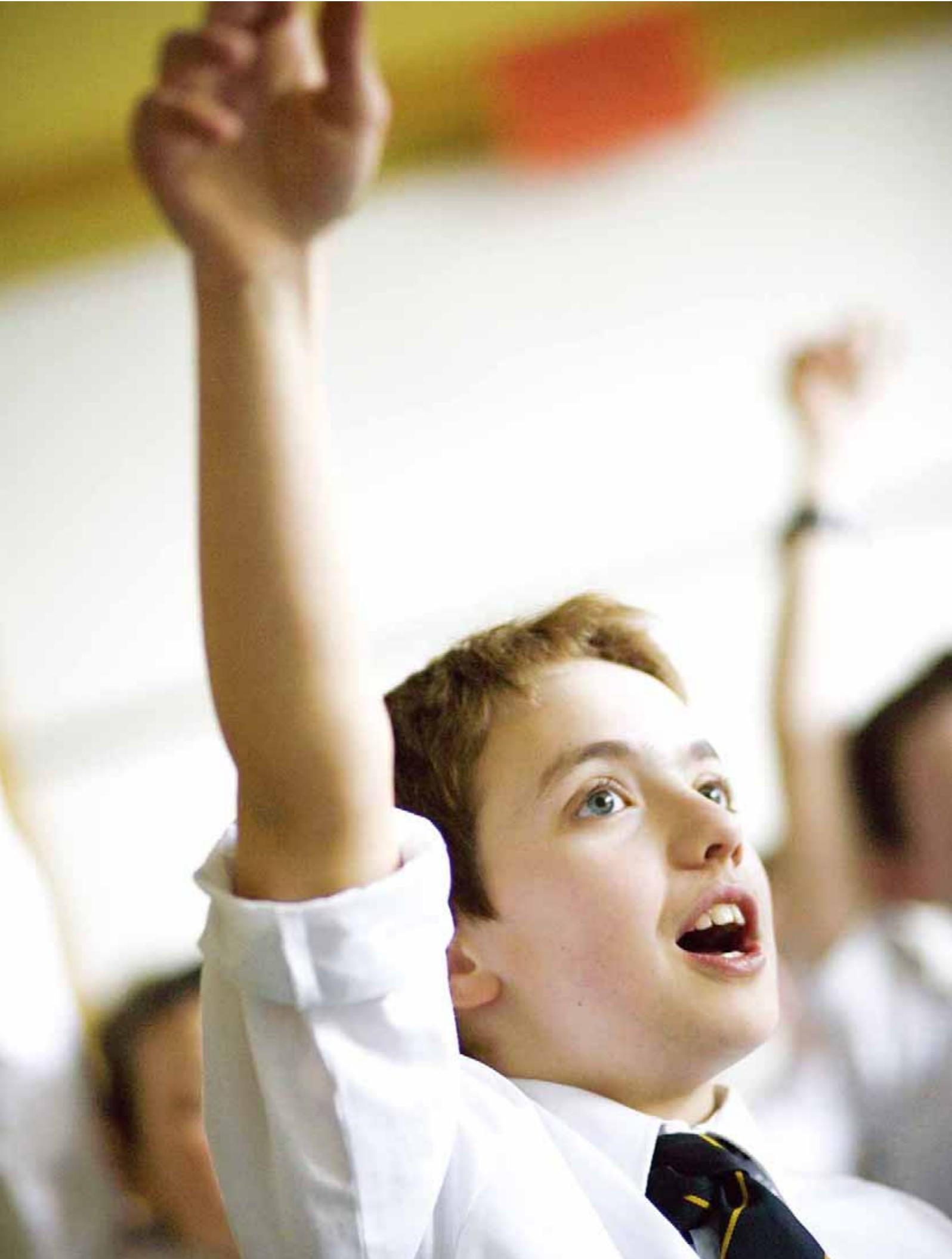
Almost all of the maintained schools in England continue to report full implementation of all three phases of the national agreement.

### What is the national agreement?

The historic national agreement, Raising Standards and Tackling Workload, was signed by government, employers and school workforce unions on 15 January 2003.

Significantly the agreement does not focus solely on teachers. It acknowledges the vital role played by school support staff and has led directly to the establishment of HLTA standards and professional qualifications for school business managers. The agreement has also helped create other new roles in schools for adults who support teachers' work or pupils' learning.

The agreement called for a structured change process which would help schools implement the contractual changes and embrace wider workforce reform.



A young boy with dark hair, wearing a white collared shirt, a blue and green striped tie, and a black V-neck sweater, is smiling and holding a large red sign. The sign has rounded corners and contains text in purple and white. The background is plain white.

Performance review

**Benefit five**  
Strategy and operations



In delivering the benefits described, we have ensured that our priorities accurately reflect those of schools, that our working practices offer most assistance and least burden, and that all our activities are conducted with maximum efficiency.

### Strategic direction

Within the TDA we have developed a clear strategic focus so that our priorities are determined by evidence of the needs of the school workforce and the capacity of our delivery partners.

We have sought continuously to improve our understanding of the changes affecting schools so that we are responsive to them and ensure that our support services remain relevant. During the year we commissioned research into the issues of most importance to school leaders and their staff, which confirmed that their concerns align very closely with the strategic benefits we seek to deliver.

The TDA is focused on the issues that schools believe are important.

School leaders, teachers and support staff told us what matters to them:

- recruitment of high quality teachers – cited by 97 per cent
- training and development of the school workforce – 98 per cent
- remodelling of the school workforce – 85 per cent

These responses tell us that the strategic benefits we seek to deliver to schools are the right ones.

Source: COI/TDA stakeholder perception survey, 2006

### Strategic partners

We work closely with the Children's Workforce Development Council (CWDC) to ensure the principles of the Every Child Matters agenda are embedded in all our plans and activities. During the year we also agreed a protocol on working with the National College for School Leadership (NCSL), another key strategic partner.

### Communicating with schools and delivery partners

It is essential to efficient and effective delivery of our services that schools, training providers, LAs and other stakeholders understand the role of the TDA. We continued to build strong communications with all our stakeholders through a combination of web, telephone and print channels. As well as actively communicating our purpose to our stakeholders during the year, we have tested their understanding through awareness and feedback exercises. We found that over 90 per cent are aware of the TDA and that four out of five understand our role.

### Campaign management for new teacher recruitment

The integrated marketing campaign continues to position teaching as an attractive career choice for graduates with over 300 people a day registering their interest. The success of the campaign was recognised at the highly prestigious Institute of Practitioners in Advertising (IPA) effectiveness awards in 2006 with the campaign winning a Silver Award.

### Channels to schools

We have continued to make full use of the advisory posts that we fund in LAs, as a prime communication channel with schools. By using this approach we have been able to deliver and receive information without adding to the administrative burdens that schools face.

### Internal communications

The pace of change and complexity of the education sector make strong communication within the TDA essential, in order to ensure we are coordinated, consistent and coherent in our operations. Established internal communication processes include a monthly staff magazine, a fortnightly cascade newsletter (used in staff briefings by all managers), lunchtime seminars and regular 'CEO surgeries'. The effort is appreciated: according to our staff survey, 85 per cent rate our internal communications as good or very good.

### Financial and contract management

During the year we again sought to ensure maximum efficiency in our operations. We continued to increase our use of structured project and programme management processes to assist in achieving this.

During 2006–07 we saved five per cent on the 2004–05 baseline efficiency target. We also achieved our overall aim of keeping running costs within three per cent of budget. Our new financial management and processing system has enabled better financial management of projects and a significantly faster turnaround of payments. Consequently, during the year we paid 93 per cent of invoices within 30 days, compared with 75 per cent in 2005–06. The new financial management system also enables us to monitor directly our expenditure on individual contracts. A schedule of major contracts awarded during the year is included in the Annex.

Internal audit reports highlighted several areas of good practice, including control of access to the financial management system, the authorisation process, the use of zero-based budgeting, and the regular provision of management information.

### Governance and regulatory compliance

We maintain a disaster recovery plan which is regularly reviewed and tested. Our data protection policies are reviewed annually to ensure that they remain up to date and user friendly. The awareness training for staff has proven highly successful and supports the provision of a

consultancy service to internal policy teams.

We continue to develop closer relationships with suppliers and providers to ensure compliance with the Data Protection Act.

Internal procedures for handling requests under the Freedom of Information Act are in place and running effectively. We again received a low number of complaints this year.

## Governance

### Data protection:

- During the year we received four formal subject access requests

### Freedom of information:

- 14 requests were received
- We responded to 13 within the required 20 working days

### Complaints:

- 47 complaints were received
- 94 per cent were handled within our 15-day commitment
- Two were upheld

### Investing in our people

We continue to invest heavily in training and developing our people. To ensure this investment delivers, our senior managers regularly review the impact on business priorities and achievements, as well as on the motivation and professional development of our people. With regard to our people, the findings of our annual staff survey were very encouraging and compared very favourably in a recent government benchmarking exercise: we were in the upper quartile of positive responses in 13 of 14 key areas. We have also successfully re-achieved full Investors in People status.

Staff turnover decreased from 19.8 per cent at 31 March 2006 to 15.7 per cent at 31 March 2007. Average annual sickness absence per person per year of 4.9 days stands below the all employers' benchmark of 8.4 and is considerably lower than the Civil Service benchmark of 9.1.





# Management commentary



## Review of 2006–07

1. Full detail of our achievements is given in the performance review section of this document but in summary our 10 significant achievements were:

- we increased the number of trainees from a minority ethnic background from 9.9 per cent to 11.6 per cent of all recruits, exceeding our target of 10.5 per cent
- more trainees with a declared disability entered training than in any previous year, up from 4.6 per cent in 2005/06 to 4.7 per cent in 2006/07
- there was an eight per cent increase in the number of accredited ITT providers rated outstanding
- we subsidised 33,000 postgraduate professional development places, an increase of more than 10 per cent on 2005–06
- we assisted over 1,200 teachers to rejoin the profession through our returners programme
- almost 5,300 candidates achieved HLTA status, bringing the total number of HLTAs since the start of the scheme to more than 15,000
- we piloted a suite of materials to strengthen the SEN and disabilities elements of teachers' induction and CPD
- through the TDA-funded programme, delivered by the National College for School Leadership, around 3,500 people had achieved a national school business manager qualification by the end of the year
- we supported 18,000 schools in performance management, and
- we exceeded our target of 2,500 schools making the full core offer of extended services, with over 4,000 schools now doing so.

## Future developments

2. In 2007–08 we will continue to raise children's standards of achievement and promote their well-being by improving the training and development of the whole school workforce. We will:

- secure the supply of teachers through promotion of the teaching profession and quality assurance of ITT
- support the development of the school workforce through
  - creation and promotion of professional and occupational standards
  - support of performance management arrangements
  - stimulation of a sufficient supply of high quality in-service training, and

- support the ongoing modernisation of the school workforce, the wider education sector and children's and young people's services.

3. Our corporate plan 2007–10 provides the detail of our approach to developing an effective school workforce that improves children's and young people's life chances. We are committed to delivering integrated training, development and modernisation services for schools, children's services and government with passion and without compromise. In all that we do, we will continue to embrace our core values: listen, improve, deliver.

4. To aid our ability to deliver against our objectives we will take steps to mitigate the risks to our work at project, programme and strategic level. We have used broad areas of work to identify our strategic risks:

### Our strategic risks

#### External relationships / processes

1. TDA does not build, or make the most of, a good working relationship with the social partnership, leading to slow progress in key policy areas and lower likelihood of schools implementing government policy.
2. Potential remit or work of Children's Workforce Development Council overlaps or conflicts with TDA's remit or work, leading to confusion in the sector and schools receiving mixed messages.

#### Delivery and coherence / customers

3. TDA does not contribute to DfES targets and priorities and the Government's reform ambitions, as set out in the DfES grant letter to TDA, leading to key aspects of the government's reform agenda not being fulfilled.
4. Schools, local authorities and government offices do not receive consistent messages from TDA as a result of incoherent policy development and / or disjointed and ineffective fieldforce management, leading to wastage, diminished outcomes and less positive change in schools.

#### Business continuity / people

5. TDA does not manage the issues arising from the increase in staff turnover that will happen as a result of relocation, leading to significant difficulties for TDA in delivering its remitted work.

#### Resources / finances

6. The impact achieved by the TDA does not merit the level of investment, leading to loss of confidence in using us as a delivery organisation, poor value for money and less resource available for the front line.

5. Board members are appointed for a term of three years by the Secretary of State for Education and Skills and are drawn from a variety of backgrounds. Some are governors, teachers or headteachers, or work in other parts of the education system; others have business backgrounds. Several are members of the governing bodies of institutions that receive grants from the TDA. Board members during 2006–07 were:

**Professor Sir Brian Follett:** Chair, appointed for a second term September 2006

**Graham Holley:** Chief Executive from March 2006

**Steven Andrews:** self-employed consultant and former Director of Education, Leicester City Council, term of appointment completed October 2006

**Christopher Baker:** self-employed consultant, appointed for a second term October 2005

**Brenda Bigland CBE:** Headteacher, Lent Rise Combined School, Slough, appointed for a second term February 2006

**Professor Jill Bourne:** Deputy Head of School and Head of Research, School of Education, University of Southampton, term of appointment completed June 2006

**Andrew Buck:** Headteacher, Jo Richardson Community School, Essex, appointed for a second term February 2006

**Professor Deborah Eyre:** Director, National Academy for Gifted and Talented Youth, appointed October 2006

**Ian Ferguson CBE:** Chairman Data Connection Ltd, appointed October 2006

**Professor David Green:** Vice Chancellor, the University of Worcester, appointed February 2006

**Professor Christopher Husbands:** Dean of the School of Education and Lifelong Learning at the University of East Anglia, appointed October 2006

**Dr Nick Johnson OBE:** Chief Executive, London Borough of Bexley, appointed October 2006

**Professor Barbara MacGilchrist:** Deputy Director, Institute of Education, term of appointment completed October 2006

**Joan Munro:** National Advisor, Workforce Strategy, Improvement and Development Agency for Local Government, appointed October 2005

**Victoria Nye:** Director, Training and Education, Investment Management Association, term of appointment completed October 2006.

**Dame Gillian Pugh:** Children's Workforce Development Council Board member, appointed February 2006

**Richard Thornhill:** Headteacher, Loughborough 'Fresh Start' Primary School and Children's Centre, London, appointed February 2006, and

**Susan Tranter:** Headteacher, Fitzharrys School, Oxfordshire, appointed February 2006

6. The TDA Board has the power to co-opt up to two non-voting members, subject to the approval of the Secretary of State. There were no co-opted members in 2006–07.

### Board members' directorships and other significant interests

7. The TDA requires Board members to register with the TDA any company/organisation directorship or other significant interests within 14 days of their appointment or of the interest arising. This includes remunerated employment or directorship, political activity which might influence their judgement or could be perceived to do so, connection with initial teacher training institutions or other aspects of the TDA business, and any significant shareholdings in a public company which have a nominal value greater than £25k or less than £25k but greater than one per cent of the issued share capital of the company.

8. We maintain a register of interests of the financial, political and other relevant interests of Board members. The register is available for inspection on request during normal working hours at the TDA's offices at 151 Buckingham Palace Road, London, SW1W 9SZ.

9. 2006–07 Board members' related party transactions are included in note 23.

### Audit Committee

10. In May 2006, the Board approved revised terms of reference for the Audit Committee for 2006–07. The main purpose of the committee is to advise the Accounting Officer and the Board on:

- the adequacy of the TDA's internal control and risk management systems
- the annual and longer-term plan for the TDA's internal audit service
- audit reports submitted by the TDA's internal audit service
- reports from the National Audit Office (NAO), the TDA's external auditors
- the criteria for the selection and appointment of internal auditors, and
- the adequacy of management responses to issues identified by audit activity.

11. The members of the committee during the year were:
- Christopher Baker: Chair, TDA Board member, appointed for a second term October 2006
  - James Aston MBE: external member, appointed June 2006
  - Jill Bourne: TDA Board member, resigned June 2006
  - Christopher Butler: external member, term of appointment completed June 2006
  - Ian Ferguson CBE: TDA Board member, appointed September 2006
  - Deborah Goodwin: external member, appointed for a second term June 2004
  - Tim Head: external member, appointed June 2005.
12. Under the Audit Committee terms of reference, members normally serve for a period of three years, but may serve for a second three-year term.
13. The committee met on four occasions in 2006–07. The Chief Executive in his role as Accounting Officer, the head of the internal auditors, the Finance Director, the Director of Corporate Services and the Assistant Director of ITT Funding normally attend the meetings. The NAO as the external auditors and the DfES as the sponsoring department are advised of all meetings and attend as observers if they wish.
14. In accordance with its revised terms of reference, the committee submitted its report for 2006–07 to the Board in June 2007. The report highlighted the recommendations made by PKF (UK) LLP, our internal auditors, on the TDA's and school-centred ITT providers' (SCITTs') systems of internal control, management's response to those recommendations and progress to date.

#### Audit services

15. The TDA annual accounts are audited by the NAO on behalf of the Comptroller and Auditor General. The Comptroller and Auditor General is appointed as TDA external auditor under statute and reports to Parliament on the audit examination.
16. The NAO audit fee for 2006–07 was £30k (2005–06: £27k). The internal audit fee paid to PKF (UK) LLP was £106k and the corresponding sum paid to the previous internal auditors, Deloitte, in 2005–06 was £118k.

#### Other services

17. The external auditors received no remuneration for non-audit services during the year.

#### Audit assurance

18. The Accounting Officer has taken all necessary steps to make himself aware of all relevant audit information and has also ensured that the NAO is aware of that information.

#### Equality and diversity

19. The TDA has an 'equal access to employment policy' which applies to all job applicants, workers and employees. We monitor staffing and recruitment with regards to gender, race, disability and age. In 2006–07, of the 52 staff appointed, 48 per cent were women; 75 per cent were white; 21 per cent were from minority ethnic groups. Two per cent of the new starters declared that they regarded themselves as having a disability. Of the staff in post at 31 March 2007, 53 per cent were women (2006: 56 per cent), 80 per cent were white (2006: 80 per cent), 18 per cent were from ethnic minorities (2006: 18 per cent), two per cent had not declared their ethnic origin (2006: two per cent), and 2.8 per cent declared that they regarded themselves as having a disability (2006: 2.5 per cent).
20. The TDA is committed to complying with the new laws, the Employment Equality (Age) Regulations, which make it illegal for employers to discriminate against employees, trainees or job applicants because of their age, and ensure that all employees, regardless of age, have the same rights in terms of training and promotion.
21. We are continuing our commitment to promote equality and value diversity in the school workforce and among our own staff. We have published our race and disability equality scheme and action plan. We will monitor progress against the action plan annually and review the scheme by 2010. Procedures are also now in place to assess the impact of our work on race and disability equality and we will publish the results of those assessments in future annual reports.

## Sustainable development

22. During the year, the TDA implemented a sustainable development action plan, as required by the Secretary of State for Education and Skills. The plan sets out our vision in the key areas of policy, operations and people. We have signed up to the London Mayor's green procurement code and have implemented a sustainable procurement policy.
23. The TDA has also implemented an environmental management system and we will be applying for ISO14001 certification in 2007–08.

## Health, safety and welfare at work

24. We maintain an up-to-date health and safety policy statement and a health and safety manual, which is available to all staff. The policy statement sets out the organisational responsibilities of the Chief Executive, directors, managers, team leaders and all employees in respect of health and safety. All TDA staff have access to an electronic tool that enables them to conduct self-assessment of their posture when working at their computer.
25. Each directorate within the TDA has a health and safety representative who is responsible for keeping members of staff up to date with the latest health and safety developments and responding to any health and safety issues that arise.

## System of internal control

26. The Chief Executive's statement on internal control is produced on pages 45 to 47. In reviewing the effectiveness of this system of internal control, the Chief Executive is advised by the Finance Director, the Corporate Leadership Group (CLG), the

Audit Committee, the Higher Education Funding Council for England (HEFCE), and PKF (UK) LLP, the TDA's internal auditors.

## Grant and grant-in-aid for the period and net expenditure for the year

27. The grant and grant-in-aid (GIA) of £729.52m (2005–06: £667.923m) includes £2.841m (2005–06: £597k) allocated to the TDA's own capital expenditure. The substantial increase in capital cost in 2006–07 is due to the relocation of TDA offices from Portland House to Buckingham Palace Road in July 2006. Full details of grant and GIA can be found in note 4 and capital additions in notes 9 and 10 to the accounts.



2005–06 and 2006–07 include programme adjustments as stated in paragraphs 35 to 38.

28. Under the new Government financial reporting manual (FReM), grant and GIA is treated as a financing contribution from the TDA's controlling party (the DfES) and accounted for through the balance sheet (general reserves) rather than the operating cost statement (formerly income and expenditure statement), which has been the case in the past. The only income accounted for through the operating cost statement is now other income (note 3).
29. Programme expenditure and administration costs continue to be accounted for through the operating cost statement regardless of the source of funding. As a result, the statement shows a net expenditure for the year of £735.866m (2005–06: £664.999m), which is financed by the grant and GIA element in the general reserves shown in the balance sheet. The TDA programme expenditure and administration

costs for the five-year period to 31 March 2007 were as shown in the diagrams below.

30. Staff and non-staff costs have remained reasonably static at around 62 per cent and 38 per cent respectively throughout this period.
31. Overall the administration cost has been an average of three per cent of programme expenditure during the past five years.
32. The cost of the office move from Portland House to Buckingham Palace Road totalled £3.175m, including fixed asset additions of £2.589m.

The figures in the two graphs below are from the operating cost statement on page 50.



## Financial results for 2006–07

33. These accounts cover the year ended 31 March 2007. They have been prepared in accordance with the direction given by the Secretary of State for Education and Skills, with the approval of HM Treasury, in accordance with schedule 1, paragraph 16 (2) to the Education Act 1994, and the DfES/TDA financial memorandum dated March 2007. The accounts are audited by the NAO on behalf of the Comptroller and Auditor General.

34. The TDA's financial results for the year to 31 March 2007 had the FReM and programme adjustment changes not taken place are summarised as follows:

	2006–07 £'000	2005–06 £'000
GIA	729,175	667,509
Transfers from deferred government grant	1,444	1,206
Transfers to deferred government grant	(2,841)	(597)
Other income	1,338	2,491
Total available funding	729,116	670,609
Less: programme expenditure	(703,863)	(646,774)
Admin costs	(24,771)	(22,887)
Cost of capital	14	52
Operating surplus	496	1,000
Reversal of cost of capital	(14)	(52)
Surplus/(deficit) for the year	482	948
Grant and GIA reclassification as financing	(728,123)	(668,532)
Programme adjustments	(8,225)	2,585
Net expenditure as per operating cost statement	(735,866)	(664,999)
Retained surplus/(deficit) B/F	383	(565)

### Recognition of programme costs

35. It has been the policy of the TDA not to include grant recoveries or additional payments (grant holdback adjustments) on the balance sheet. The programmes with such holdback adjustments are the ITT mainstream, training bursaries, employment-based routes, golden hellos, higher level teaching assistants, INSET/PPD and student associates.
36. In order to bring the TDA fully into compliance with FReM and 'generally accepted accounting practice' (GAAP - UK), holdback balances for 2006–07 have been recognised on the face of the accounts and the corresponding prior year figures restated. The TDA is able to provide sufficient evidence to support the value of these balances.
37. Incorporating the holdback balances in the face of the accounts has resulted in a timing difference increase in reserves of £8.173m (2005–06: £16.398m). The significant drop in reserves at the end of 2006–07 reflects a policy change resulting in the recovery of holdback balances in year, where practicable.
38. The impact on the operating cost statement is an increase in programme expenditure of £8.225m (2005–06: decrease of £2.585m).

### Notional costs

39. In accordance with HM Treasury guidance on non-departmental public bodies' reports and accounts, the accounts include the notional cost of capital, which amounts to £392k (2005–06: restated £477k). Note 6 to the accounts explains the basis for calculating these charges. The cost of capital shown in paragraph 34 above of (£14k) in 2006–07 and (£52k) in 2005–06 is calculated excluding programme adjustments.

### TDA/DfES financial memorandum

40. During 2006–07, there were no services provided free of charge by the DfES. All services were paid for in accordance with the provisions of the individual service level agreements (SLAs) concluded with the department.

### Income other than DfES grant and grant-in-aid

41. Income other than DfES grant and GIA (note 3 to the accounts) is £993k (2005–06: £2.077m). This income is generated under a memorandum of understanding with the National Assembly for promoting teaching in Wales.

### Cash balances at 31 March 2007

42. NDPBs' underspends fall within the scope of HM Treasury's exercise to determine the carry-forward of unspent funds each year. The GIA awarded to the TDA is based upon the overall resource consumption and capital expenditure. Subject to there being sufficient year-end flexibility available at the departmental level, the TDA is allowed to carry forward up to £3 million of unspent funds each year. We may also be allowed to carry over funds if work on specific projects to which we are committed is delayed into the following financial year. At 31 March 2007, the TDA had a cash balance of £2.485m (2005–06 £5.295m) which was fully committed (note 13).

### Fixed assets

43. Note 1 to the accounts explains the policy adopted for the capitalisation of fixed assets. The accounts include capital expenditure amounting to £2.841m in the period (2005–06: £597k), which was incurred on the provision of new computers, furniture and equipment and building refurbishment, including the capital cost of the office move from Portland House to Buckingham Palace Road.
44. In July 2006, the TDA moved its offices from Portland House to Buckingham Place Road. As part of the lease arrangements, the new landlords provided the TDA with furniture and equipment and those at Portland House were disposed of or donated to charities. The fixture and fittings and refurbishment of building net book values (NBV) were therefore written off at their 1 April 2006 value. The net write-off amounted to £533k.
45. During 2006–07, all IT assets and other assets acquired during the year were revalued using average price indices. As a result, and after adjusting for additions and accumulated depreciation, the net book value of fixed assets has increased from £1.463m at 31 March 2006 to £2.685m 31 March 2007.

### Payment of creditors

46. The Late Payment of Commercial Debts (Interest) Act, which came into force on 1 November 1998, requires government bodies, in the absence of agreement to the contrary, to make payments to suppliers within 30 days of either the provision of goods or services or the date on which the invoice was received. The Department of Trade and Industry (DTI) also introduced new regulations effective from 7 August 2002 giving suppliers the right to claim compensation (fixed sums and interest) for late payment.

47. The TDA supports HM Treasury's Better payment practice code. During the period ending 31 March 2007, 93 per cent (2005–06: 75 per cent) of invoices were paid within the 30-day period. To date only one claim for a small amount of interest under the Act has been received. The increase in the number of invoices paid within the 30-day period reflects the bedding down of the new finance system and the move to electronic processing of staff expenses claims.

**Graham Holley**

Chief Executive and Accounting Officer

27 June 2007



# Remuneration report

## Part 1

### Unaudited information

#### Service contracts of senior management

48. New appointments to director level posts are on merit and by fair competition. New opportunities are usually widely advertised, although exceptionally more limited advertising is appropriate.
49. Current policy is to appoint the chief executive on a fixed-term contract; other senior managers are appointed on open-ended contracts or on a period of secondment from other employers. Open-ended contracts have a retirement age of 65 and a notice period of three months.
50. Early termination, other than for misconduct or inefficiency, would result in compensation under the Civil Service Compensation Scheme.

#### Remuneration of senior management

51. The Remuneration Committee comprises three members: Prof. Sir Brian Follett (TDA Chair), Christopher Baker and Joan Munro.
52. The policy on the remuneration of senior managers is to ensure that the remuneration package takes account of:
  - the need to recruit, retain and motivate suitably able and qualified people who can, as a team, lead the TDA to achieve its aims as well as taking responsibility for particular aspects of the business
  - contribution to the achievement of TDA objectives
  - comprehensive pay and grading reviews conducted periodically by specialist reward consultants
  - pay movements in the wider economy, the public sector and the Senior Civil Service, in particular the annual Treasury pay guidance
  - the pay levels and pay system for all other TDA staff, and
  - the affordability of the proposals, taking account of the TDA's annual administration budget.

53. The pay system for directors is analogous to that of all other TDA staff where there is pay progression and the opportunity to be awarded annual non-consolidated bonuses based on individual performance.

54. Individual performance is assessed against key objectives which are agreed at the beginning of the financial year, taking account of the relevant objectives in the TDA's corporate plan.

55. The remuneration package includes basic pay and non-consolidated bonus payments. Increases in basic pay are dependent on satisfactory levels of performance and non-consolidated bonuses are to incentivise and reward higher levels of performance. Non-consolidated bonuses are awarded for higher levels of performance. Non-consolidated bonuses do not exceed 10 per cent of basic salary.

## Part 2

### Audited information

#### Emoluments of Board members

56. In August 2005, the Secretary of State gave the TDA permission to pay Board members £300 each per day for attendance at Board and subcommittee meetings. However, members who are public sector employees, including headteachers, who already draw a full-time salary from the public purse, are not remunerated for serving as Board or subcommittee members.
57. In 2006–07, the following sums have been paid to Board and subcommittee members or their respective employers:

## Member/employer

	2006–07 £	2005–06 £
Steven Andrews	1,650	2,850
James Aston*	705	0
Christopher Baker*	11,104	5,112
Brenda Bigland (Lent Rise Combined School)	2,850	1,500
Jill Bourne	1,500	3,000
Andrew Buck (Jo Richardson Community School)	5,400	2,700
John Cater (Edge Hill College of Higher Education)	0	4,050
Deborah Eyre	2,400	0
Deborah Goodwin	1,500	1,500
David Green	4,350	450
Tim Head	1,200	600
Christopher Husbands	3,000	0
Nick Johnson	2,700	0
Felicia Lord-Attivor (Raynham Primary School)	0	300
Barbara McGilchrist (University of London, Institute of Education)	1,650	2,850
Victoria Nye*(Investment Management Association receives 50 per cent of this amount)	1,950	2,820
Gillian Pugh	4,050	1,050
David Reynolds*	0	1,586
Richard Thornhill (Loughborough 'Fresh Start' Primary School)	4,800	600
Susan Tranter (Fitzharrys School)	5,750	600
<b>Total</b>	<b>56,559</b>	<b>31,568</b>

\*Includes VAT.

58. Details of non-taxable travel and subsistence payments made to Board members are shown in note 8.

#### Emoluments of the Chair

59. The Chair's total emoluments in the period to 31 March 2007 were £46k (2005–06: £29k). The increase reflects the Chair's change in FTE from 0.4 to 0.6 effective from March 2006. Sir Brian received no bonuses or taxable benefits. No pension contributions are payable by the TDA on the Chair's emoluments.

#### Emoluments of the Chief Executive

60. The Chief Executive's total actual emoluments for 2006–07 were £154k comprising salary of £121.4k and bonus of £1.6k, and employer's contribution to the pension scheme of £31k. In 2005–06, the former Chief Executive's and the then Interim Chief Executive's emoluments were £198k, representing

the former Chief Executive's salary and bonus of £151k and employer's contribution to the pension scheme of £35k, and the Interim Chief Executive's salary and bonuses of £10k and employer's contributions to the pension scheme of £2k.

61. The Chief Executive is a member of the Principal Civil Service Pension Scheme (PCSPS); contributions are paid at the rate of 25.5 per cent, as outlined in note 7(c). Following his interim appointment in March 2006, Graham Holley was appointed Chief Executive of the TDA in August 2006 for a period of five years with an option to renew for a further two years.



## Salary and pensions entitlements of senior management

62. The table below shows the salary paid and pension benefits accrued for each member of the senior team in 2006–07 with corresponding prior year figures (in brackets). Salary includes gross salary,

performance-related pay allowance, and recruitment and retention allowances.

63. No benefits in kind have been paid to any member of the senior management team in 2006–07 or 2005–06

	Annualised salary and bonus	Salary paid, including performance bonus	Real increase in pension at 60	Total accrued pension at 60 at 31/3/07	CETV* at 1/4/06	CETV at 31/3/07	Real increase CETV 31/3/07
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Graham Holley, Chief Executive	125–130 (90–95)	120–125 (80–85)	15–17.5 (7.5–10)	50–55 (35–40)	711	1,047	312
Michael Day, Executive Director, ITT	85–90 (75–80)	85–90 (75–80)	2.5–5 (0–2.5)	20–25 (15–20)	353	424	59
Hilary Emery, Executive Director, Development	110–115	10–15	0–2.5	0–5	1	3	2
Mike Berger-North, Director, Communications and Marketing from 13/11/06	70–75	25–30	0–2.5	0–5	15	31	14
Mary Doherty, Director, Teachers	80–85 (80–85)	85–90 (85–90)	0–2.5	30–35	691	756	25
Elizabeth Francis, acting Director, Teachers from 12/06/06	65–70	55–60	17.5–20	20–25	14	308	291
Habte Hagos, Director, Finance	65–70 (60–65)	70–75 (70–75)	0–2.5 (2.5–5)	20–25 (15–20)	298	335	26
Leanne Hedden, Director, Development to 31/12/06	80–85 (85–90)	60–65 (85–90)	0–2.5 (2.5–5)	25–30 (25–30)	465	464	10
Howard Kennedy, Director, Development	80–85 (80–85)	80–85 (80–85)	0–2.5	0–5	22	48	22
Jill Staley, Director, Wider School Workforce	80–85 (80–85)	80–85 (80–85)	0–2.5 (2.5–5)	30–35 (25–30)	607	648	19
Angela Walsh, Director, Corporate Services Group	80–85 (75–80)	80–85 (75–80)	2.5–5 (2.5–5)	35–40 (30–35)	721	829	108
Robert Wood, Director, Strategy	75–80 (70–75)	75–80 (70–75)	0–2.5	25–30	475	525	27

\* Opening CETV balances have been revised on the advice of the scheme actuary.

64. Dame Pat Collarbone, Executive Director, has been on secondment from the Institute of Education (London) from 1 April 2005 to 30 September 2006. Dame Pat's total actual emoluments for the six months in 2006–07 were £69k (2005–06 full year: £134k) comprising basic salary of £60k (2005–06: £118k) and an employer's superannuation contribution to the University Superannuation Scheme of £9k (2005–06: £16k).

65. The TDA paid £4k (2005–06: £10k) to the Institute of Education (London) in management fees in respect of Dame Pat's secondment.

#### Civil Service Pension

66. Pensions benefits are provided through the CSP arrangements. From 1 October 2002, civil servants may be in one of three statutory based 'final salary' defined benefit schemes (classic, premium, and classic plus). The schemes are unfunded with the cost of benefits met by monies voted by Parliament each year. Pensions payable under classic, premium, and classic plus are increased annually in line with changes in the Retail Prices Index. New entrants after 1 October 2002 may choose between membership of premium or joining a good quality 'money purchase' stakeholder arrangement with a significant employer contribution (partnership pension account).

67. Employee contributions are set at the rate of 1.5 per cent of pensionable earnings for classic and 3.5 per cent for premium and classic plus. Benefits in classic accrue at the rate of 1/80th of pensionable salary for each year of service. In addition, a lump sum equivalent to three years' pension is payable on retirement. For premium, benefits accrue at the rate of 1/60th of final pensionable earnings for each year of service. Unlike classic, there is no automatic lump sum (but members may give up [commute] some of their pension to provide a lump sum). Classic plus is essentially a variation of premium, but with benefits in respect of service before 1 October 2002 calculated broadly as per classic.

68. The partnership pension account is a stakeholder pension arrangement. The employer makes a basic contribution of between three per cent and 12.5 per cent (depending on the age of the member) into a stakeholder pension product chosen by the employee. The employee does not have to contribute but where they do make contributions,

the employer will match these up to a limit of three per cent of pensionable salary (in addition to the employer's basic contribution). Employers also contribute a further 0.8 per cent of pensionable salary to cover the cost of centrally-provided risk benefit cover (death in service and ill health retirement).

69. The accrued pension quoted is the pension the member is entitled to receive when they reach 60, or immediately on ceasing to be an active member of the scheme if they are already 60.

70. Further details about the CSP arrangements can be found at the website [www.civilservice-pensions.gov.uk](http://www.civilservice-pensions.gov.uk) Note 7(c) to the accounts provides further information on the actual pension contribution rates payable and the actual pension contribution paid by the TDA in 2006–07.

#### The Cash Equivalent Transfer Value (CETV)

71. This is the actuarially assessed capitalised value of the pension scheme benefits accrued by a member at a particular point in time. The benefits valued are the member's accrued benefits and any contingent spouse's pension payable from the scheme. It is a payment made by a pension scheme or arrangement to secure pension benefits in another pension scheme or arrangement when the member leaves a scheme and chooses to transfer the pension benefits they have accrued in their former scheme. The pension figures shown relate to the benefits that the individual has accrued as a consequence of their to-date employment, not just their current TDA appointment. CETVs are calculated within the guidelines and framework prescribed by the Institute and Faculty of Actuaries.

#### The real increase in the value of the CETV

72. This reflects the increase in CETV effectively funded by the employer. It takes account of the increase in accrued pension due to inflation, contributions paid by the member (including the value of any benefits transferred from another pension scheme or arrangement) and uses common market valuation factors for the start and end of the period.

**Graham Holley**  
Chief Executive and Accounting Officer  
27 June 2007



# Accounts



## Statement of the Board of the TDA and the Chief Executive's responsibilities

Under schedule 1 paragraph 16 of the Education Act 1994 as amended by the Education Act 2005, the TDA is required to prepare a statement of accounts in the form and on the basis determined by the Secretary of State with the consent of HM Treasury. The accounts are prepared on an accrual basis and must give a true and fair view of the TDA's state of affairs at the year-end and of its operating cost statement and cash flows for the financial year.

In preparing the accounts, the Board of the TDA is required to:

- observe the accounts direction issued by the Secretary of State, including the relevant accounting and disclosure requirements, and apply suitable accounting policies on a consistent basis
- make judgements and estimates on a reasonable basis
- state whether applicable accounting standards have been followed, and disclose and explain any material departures in the financial statements, and
- prepare the financial statements on a going concern basis, unless it is inappropriate to presume that the entity will continue in operation.

The Accounting Officer for the DfES has designated the senior full-time official, the Chief Executive, as the Accounting Officer for the TDA. The relevant responsibilities as accounting officer, including his responsibility for the propriety and regularity of public finances and for the keeping of proper records, are set out in the Non-departmental public bodies' accounting officers' memorandum, issued by HM Treasury and published in Government Accounting.

## Statement by the Chief Executive on internal control

### Scope of responsibility

As Accounting Officer, I have responsibility for maintaining a sound system of internal control that supports the achievement of the TDA's policies, aims and objectives, whilst safeguarding the public funds and TDA assets for which I am personally responsible, in accordance with the responsibilities assigned to me in Government Accounting.

The TDA is a non-departmental public body of the DfES established by the Education Act 1994 as amended by the Education Act 2005. The TDA can therefore do only those things that the Education Acts provide that it can do.

The TDA's management statement and financial memorandum define the respective roles of the Accounting Officer, the non-executive Board, the principal accounting officer and ministers. The TDA's corporate plan, detailing its strategic aims and key operational objectives, is drawn up annually by officials and the Board, and is approved by ministers.

The management statement defines the reporting requirements placed on the TDA. Appropriate communication channels have been put in place to ensure the department is informed of the business of the TDA and that we in turn are informed of the department's requirements.

The TDA Board consists of between 12 and 16 non-executive members, one of whom is appointed by the Secretary of State as the chair. They meet regularly with me and my senior managers to provide strategic guidance to the executive. As Chief Executive I am a member of the Board.

The Board through the Corporate Leadership Group (CLG), which acts as the risk management committee, is informed of the risks facing the TDA and the TDA's responses for dealing with risks. The Audit Committee has, as part of its responsibilities, a role in challenging the process for the identification and effective management of risks.

### The purpose of the system of internal control

The system of internal control is designed to manage risk to an acceptable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore provide only reasonable and not absolute assurance of effectiveness. The system of internal control is based on a continuing process designed to identify and prioritise the risks to the achievement of TDA policies, aims and objectives; to evaluate the likelihood of those risks being realised and the impact should they be realised; and to manage them efficiently, effectively and economically. The system of internal control has been in place in the TDA for the year ended 31 March 2007 and up to the date of approval of the annual report and accounts, and this statement accords with HM Treasury guidance.

### Capacity to handle risk

The TDA has an established risk management policy, which is regularly reviewed. A Risk Management Committee with formal terms of reference consisting of the CLG, chaired by myself, was in place from the start of the financial year.

Bespoke training is provided to members of staff with responsibility for establishing and managing risk at programme and project level. The TDA's Head of Corporate Governance provides day-to-day support to all staff on risk management and, in particular, supports the CLG and operational groups throughout the annual planning process to ensure risk issues are included at all stages.

### The risk control framework

The TDA does not operate a risk averse culture; it accepts that risks need to be taken in order to deliver its challenging agenda. I do, however, require risk to be properly evaluated and managed appropriately. In doing so I expect a balanced response to be made to risks, whereby the cost of control is weighed against the likely impact of a risk becoming a reality.

Risks are identified routinely at an operational level; high level risks are subject to regular scrutiny and reported on. The strategic risk register for 2005–06 was reviewed towards the end of that year by the Risk Management Committee, taking into account the emerging planned aims and objectives for the forthcoming financial year and the prevailing assessment of the risks on the existing register. Following this review, a risk register for 2006–07 was produced and approved by the Board, who assessed the current levels of impact and likelihood of each risk. Individual Board members took responsibility for monitoring risks with risk owners and challenging those owners to test the adequacy of mitigating actions.

### Review of effectiveness

The Board reviews the risk register every quarter. The TDA's risk appetite requires it to seek further mitigation where the assessment of current risk remains high. The Board acknowledges, however, that some factors operating in the TDA's external environment which it cannot mitigate may cause a risk to remain high. In these instances, it looks to more frequent monitoring by risk sponsors and owners, with the outputs reported to the Board, to reflect the need for tighter control.

Risk management is embedded within the TDA. The risk and control framework operates side by side with the TDA's corporate and operational planning process. So, for example, risk identification and assessment is carried out when strategic, operational and project plans are being considered. Risks are monitored and reported on in accordance with the TDA's monitoring process, or at project or programme board meetings as appropriate.

As Accounting Officer, I have responsibility for reviewing the effectiveness of the system of internal control. My review is informed by the work of the internal auditors, the HEFCE Assurance Service, the

Finance Director and other senior managers within the TDA who have responsibility for the development and maintenance of the internal control framework, and comments made by the external auditors in their management letter. I have been advised on the implications of the result of this review of the effectiveness of the system of internal control by the Board, the Audit Committee and Risk Management Committee. Plans to address control weaknesses and to ensure continuous improvements of the system are in place.

### Audit Committee

A duly constituted Audit Committee (a subcommittee of the Board) has operated through the year and its terms of reference reflect best practice. It consists of two Board members and three independent members, all of whom are from the accounting profession and have recent financial experience. All are non-executives.

The Audit Committee has met regularly and has considered reports from internal audit on the system of internal control, risk management and governance, from the HEFCE on HEIs ITT providers' systems of internal control and the National Audit Office. They have also taken evidence from senior managers as and when they have deemed appropriate.

The committee, also in line with best practice, has considered its own effectiveness. The Agency has made funding available for members' professional development training which each member is actively encouraged to undertake.

### Internal audit

A professional and an independent internal audit service, conducted by PKF (UK) LLP, was maintained throughout the year. I, on the recommendation of the Audit Committee, agreed the internal audit strategy and plans for 2006–07. I met regularly with the internal auditors and received from them reports on internal audit findings, which included their professional opinion as to the level of assurance that is applicable to the TDA.

My review includes consideration of the internal audit opinion in conjunction with the Audit Committee and in the light of audit findings during the year. Internal audit was carried out in accordance with the internal audit strategy programme set out in the audit plan. The

programme took into account the challenging agenda of the TDA and the internal auditors' assessment of the coverage required to meet government internal audit standards. The audit programme agreed for the year included reviews of the corporate governance and risk management, planning and change management system, resource management system, financial procedures and operations, and a review of programme management areas, including school-centred initial teacher training (SCITT).

Based on the audit work carried out the internal auditors concluded that the system of internal control was adequate, with some systems of control having sound design that addresses risk and meets best practice. In particular, the internal auditors found clarity of direction for the organisation and a robust framework of financial and operational procedures. Adequate assurance indicates that we have operated sound systems, but there were weaknesses in some areas that prevent full assurance.

The most substantial control weakness was in contract management, which was found to be effective as far as finance management is concerned but required improvement in terms of other deliverables against contract terms and conditions. They also identified some operational weaknesses in our IT management and procurement. Through their report, the internal auditors have alerted me to where improvements are necessary and I take a personal interest in the implementation of such plans. A spirit of cooperation exists between my staff and internal audit and they work together to maintain a culture of continuous improvement. All recommendations made by the internal auditors have been accepted by management and internal audit reviews annually the implementation of previous recommendations.

In addition to their audit of TDA systems of internal control, PKF (UK) LLP also carried out SCITT audits in accordance with a programme agreed by management and the Audit Committee. The objective was to assess the adequacy of the framework of controls designed to safeguard the funds provided by the TDA to SCITTs. The audit covered 10 out of the 60 SCITTs currently in operation and found in all cases that the control framework was adequate.

The internal auditors have reviewed this statement on internal control and confirmed that it reflects HM Treasury guidelines and follows a similar format to last year. They concur with the views expressed in this statement on internal control.

### Other assurance mechanisms

As Accounting Officer I am required to be satisfied that those organisations the TDA funds also operate in an appropriate control environment. The TDA has established a SCITTs assurance process through internal audit visits and other monitoring processes put in place by my Finance Directorate. The TDA has a service level agreement with the HEFCE. This empowers the council to monitor the control environment operated by those institutions that receive funding from the TDA and report their findings to me on a regular basis.

The Finance Directorate monitors that the organisations that receive funding from the TDA operate adequate control environments. They do this through a number of control checks, foremost of which are:

- provider financial assurance reports
- receipts and examination of ITT providers' accounts
- contract management reports
- performance reviews
- Audit Committee scrutiny, and
- third party assurance (HEFCE, the Audit Commission).

As Accounting Officer I am satisfied with the TDA's governance, risk management and internal control arrangements and that the weaknesses identified by internal audit, which are being acted on, do not in any event represent a material threat to the TDA's operational effectiveness.

Approved by the Board.

**Graham Holley**  
Chief Executive and Accounting Officer  
27 June 2007

## The Certificate and Report of the Comptroller and Auditor General to the Houses of Parliament

I certify that I have audited the financial statements of the Training and Development Agency for Schools for the year ended 31 March 2007 under the Education Act 1994 as amended by the Education Act 2005. These comprise the operating cost statement and statement of recognised gains and losses, the balance sheet, the cash flow statement and the related notes. These financial statements have been prepared under the accounting policies set out within them. I have also audited the information in the remuneration report that is described in that report as having been audited.

### Respective responsibilities of TDA, the Chief Executive and auditor

The Training and Development Agency for Schools and Chief Executive as Accounting Officer are responsible for preparing the annual report, the remuneration report and the financial statements in accordance with the Education Act 1994 as amended by the Education Act 2005 and directions made thereunder by the Secretary of State for Education and Skills, and for ensuring the regularity of financial transactions. These responsibilities are set out in the statement of the Training and Development Agency for Schools and the Chief Executive's responsibilities.

My responsibility is to audit the financial statements and the part of the remuneration report to be audited in accordance with relevant legal and regulatory requirements, and with International Standards on Auditing (UK and Ireland).

I report to you my opinion as to whether the financial statements give a true and fair view and whether the financial statements and the part of the remuneration report to be audited have been properly prepared in accordance with the Education Act 1994 as amended by the Education Act 2005 and directions made thereunder by the Secretary of State for Education and Skills. I report to you whether, in my opinion, certain information given in the annual report, which comprises the introduction,

the TDA's role and responsibilities, the performance review, management commentary and the information in the remuneration report that is described in that report as being unaudited, is consistent with the financial statements. I also report whether in all material respects the expenditure and income have been applied to the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

In addition, I report to you if the Training and Development Agency for Schools has not kept proper accounting records, if I have not received all the information and explanations I require for my audit, or if information specified by HM Treasury regarding remuneration and other transactions is not disclosed.

I review whether the statement on internal control reflects the Training and Development Agency for Schools' compliance with HM Treasury's guidance, and I report if it does not. I am not required to consider whether this statement covers all risks and controls, or form an opinion on the effectiveness of the Training and Development Agency for Schools' corporate governance procedures or its risk and control procedures.

I read the other information contained in the annual report and consider whether it is consistent with the audited financial statements. I consider the implications for my report if I become aware of any apparent misstatements or material inconsistencies with the financial statements. My responsibilities do not extend to any other information.

### Basis of audit opinion

I conducted my audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. My audit includes examination, on a test basis, of evidence relevant to the amounts, disclosures and regularity of financial transactions included in the financial statements and the part of the remuneration report to be audited. It also includes an assessment of the significant estimates and judgements made by the Training and Development Agency for Schools and the Chief Executive in the preparation of the financial statements, and of whether the accounting policies are most appropriate to the Training and Development Agency for Schools' circumstances, consistently applied and adequately disclosed.

I planned and performed my audit so as to obtain all the information and explanations which I considered necessary in order to provide me with sufficient evidence to give reasonable assurance that the financial statements and the part of the remuneration report to be audited are free from material misstatement, whether caused by fraud or error, and that in all material respects the expenditure and income have been applied to the purposes intended by Parliament and the financial transactions conform to the authorities which govern them. In forming my opinion I also evaluated the overall adequacy of the presentation of information in the financial statements and the part of the remuneration report to be audited.

### Opinions

#### Audit opinion

In my opinion:

- the financial statements give a true and fair view, in accordance with the Education Act 1994 as amended by the Education Act 2005 and directions made thereunder by the Secretary of State for Education and Skills, of the state of the Training and Development Agency for Schools' affairs as at 31 March 2007 and of its net expenditure for the year then ended
- the financial statements and the part of the remuneration report to be audited have been properly prepared in accordance with the Education Act 1994 as amended by the Education Act 2005 and directions made thereunder by the Secretary of State for Education and Skills, and
- information given within the annual report, which comprises the introduction, the TDA's role and responsibilities, the performance review, management commentary and the information in the remuneration report that is described in that report as being unaudited, is consistent with the financial statements.

#### Audit opinion on regularity

In my opinion, in all material respects the expenditure and income have been applied to the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

#### Report

I have no observations to make on these financial statements.

#### John Bourn

Comptroller and Auditor General  
National Audit Office  
157–197 Buckingham Palace Road  
Victoria  
London  
SW1W 9SP  
2 July 2007

The maintenance and integrity of the TDA website is the responsibility of the accounting officer; the work carried out by the auditors does not involve consideration of these matters and accordingly the auditors accept no responsibility for any changes that may have occurred to the financial statements since they were initially presented on the website.

# Operating cost statement

for the year ended 31 March 2007

	Notes	2006-07		Restated 2005-06	
		£'000	£'000	£'000	£'000
<b>Income</b>					
Operating income	3		993		2,077
			993		2,077
<b>Expenditure</b>					
Programme:					
Grants for qualifying activities	5	680,827		613,833	
Provision of information and advice	5	28,923		27,505	
Research on improving training of teachers	5	1,950		2,693	
Other activities	5	388		158	
			712,088		644,189
Administration costs:					
Staff costs	7	15,012		14,659	
Other administration costs	8	8,317		7,022	
Loss on disposal of assets	9 / 10	533			
Depreciation and amortisation	9 / 10	963		1,133	
Loss on revaluation	9 / 10	(54)		73	
Cost of capital	6	392		477	
			25,163		23,364
<b>Net operating expenditure</b>			(736,258)		(665,476)
Reversal of cost of capital			392		477
<b>Net expenditure for the year</b>			(735,866)		(664,999)
<b>Statement of recognised gains and losses</b>					
			2006-07		Restated 2005-06
			£'000		£'000
Revaluation of assets			31		(9)
			31		(9)

The notes on pages 53 to 68 form part of these accounts

# Balance sheet

as at 31 March 2007

	Notes	31 March 2007		Restated 31 March 2007	
		£'000	£'000	£'000	£'000
<b>Fixed assets</b>					
Intangible assets	9	114		190	
Tangible assets	10	2,570		1,273	
			2,684		1,463
<b>Current assets</b>					
Debtors	11	17,294		21,408	
Cash at bank and in hand	13	2,485		5,295	
			19,779		26,703
<b>Creditors</b>					
Amounts falling due within one year	14	10,534		9,922	
<b>Net current assets/(deficit)</b>					
			9,245		16,781
<b>Total assets less current liabilities</b>					
			11,929		18,244
<b>Financed by</b>					
General reserves	17	11,898		18,154	
Revaluation reserve	18	31		90	
<b>Total reserves</b>					
			11,929		18,244

The notes on pages 53 to 68 form part of these accounts

Graham Holley  
Chief Executive and Accounting Officer  
27 June 2007

# Cash flow statement

for the year ended 31 March 2007

	2006-07		Restated 2005-06	
	£'000	£'000	£'000	£'000
<b>Operating activities</b>				
Other cash receipts		1,174		2,015
Grants paid to institutions and other bodies		(710,628)		(644,855)
Cash paid to and on behalf of employees	(15,012)		(14,733)	
Other cash payments	(5,028)	(20,040)	(5,476)	(20,209)
<b>Net cash outflow from operating activities</b>		(729,494)		(663,049)
<b>Capital expenditure</b>				
Payments to acquire intangible assets	(47)		(52)	
Payments to acquire tangible assets	(2,794)		(545)	
Sales proceeds of tangible assets	5		0	
		(2,836)		(597)
<b>Net cash inflow/(outflow) before financing</b>		(732,330)		(663,646)
<b>Financing</b>				
Financing: grant and grant-in-aid received		729,520		667,923
<b>Net cash inflow/(outflow) after financing</b>		(2,810)		4,277
<b>(Decrease)/increase in cash during period</b>		(2,810)		4,277
<b>Notes to the cash flow statement</b>				
<b>a) Reconciliation of net cash outflow from operating activities</b>				
		<b>2006-07</b>		<b>2005-06</b>
		£'000		£'000
Net operating expenditure for the period		(736,258)		(665,476)
Add: depreciation charges		963		1,133
Add: loss on disposal of assets		533		0
Add: impairment of assets		204		0
(Subtract)/add: (gain)/loss on revaluation of assets		(54)		73
(Subtract)/add: reversal of cost of capital		392		477
(Increase)/decrease in debtors		4,114		(1,775)
Increase/(decrease) in creditors		612		2,519
<b>Net cash outflow from operating activities</b>		(729,494)		(663,049)
<b>b) Reconciliation of net cash flow to movement in net debt</b>				
Net funds at 1 April 2006		5,295		1,018
Net funds at 31 March 2007		2,485		5,295
Change in net funds		(2,810)		4,277

The notes on pages 53 to 68 form part of these accounts

# Notes to the accounts

## 1. Accounting policies

### Basis of preparation

The accounts are drawn up in accordance with the accounts direction, given by the Secretary of State for Education and Skills, with the approval of the Treasury, in accordance with the Education Act 1994 (schedule 1, paragraph 16[2]) as amended by the Education Act 2005, and the financial memorandum between the Secretary of State and the Training and Development Agency for Schools dated March 2007, copies of which may be obtained from the TDA or the DfES. The accounts have been prepared in accordance with the 2006–07 Government financial reporting manual (FReM) issued by HM Treasury. The accounting policies contained in the FReM follow UK 'generally accepted accounting practices' (UK - GAAP) to the extent it is meaningful and appropriate to do so. Where the FReM permits a choice of accounting policy, the accounting policy which has been judged to be most appropriate to the particular circumstances of the TDA for the purpose of giving a true and fair view has been selected. The TDA's accounting policies have been applied consistently in dealing with items considered material in relation to the accounts.

### Basis of accounting

The accounts are prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

### Intangible fixed assets and amortisation

The value of the intangible fixed assets has been stated at current cost, using appropriate indices published by the Office for National Statistics: Price Index Numbers for Current Cost Accounting (MM17) and Producer Price Indices (MM22).

### Tangible fixed assets and depreciation

Expenditure on the acquisition of tangible fixed assets is capitalised where these costs exceed £1k.

Depreciation is provided on all tangible fixed assets at rates calculated to write down the cost or

valuation of each asset evenly to estimated residual value over its expected useful life, as follows:

Building refurbishment – 4 years (lease length)

Office furniture and equipment – 3 years

IT equipment (hardware and software) – 3 years

Depreciation is calculated on a monthly basis and is charged in the month of acquisition but not in the month of disposal.

The TDA's policy is to show the value of fixed assets at their current cost to the business except where it is considered that the effect of revaluation makes no material difference to the results for the year or the financial position at the year-end.

Building refurbishment costs, office equipment/ furniture and IT hardware and software costs are revalued by comparing average indices for the year of purchase with those for the previous financial year. Indices are drawn from the following Office for National Statistics publications: MM17 and MM22.

### Accounting for fixed assets and general reserves

Grant-in-aid used for the purchase of fixed assets is credited to the general reserve. It is therefore not necessary to release amounts to the income and expenditure account to offset the depreciation charge. Other grants received (whether from the sponsoring department or other sources) for the purchase of specific assets are credited to a general reserve and released to the income and expenditure account over the useful life of the asset in amounts equal to the depreciation charge in the asset and any impairment.

Gains on revaluation of assets, including those specifically funded by grant-in-aid, are taken to the revaluation reserve.

Gain or loss on disposal of an asset funded by grant-in-aid is simply taken to the income and expenditure account. For those assets funded by a specific grant, the gain or loss on disposal is accounted for through the income and expenditure account with a corresponding transfer from the general reserve.

### Notional costs

Cost of capital is charged to the operating cost statement at the prescribed rate of the capital employed to calculate net operating expenditure and reversed out to arrive at net expenditure for the year. Capital employed comprises the average of total assets less current liabilities at the beginning and the end of the financial year, excluding non-interest bearing bank balances with the Office of the Paymaster General and the Bank of England.

### Grant-in-aid receivable and grants payable

All grant and grant-in-aid from the DfES is treated as financing as it is a contribution from controlling parties giving rise to a financial interest. It is recorded as financing in the cash flow statement and credited to the general reserve.

### Grants payable

For initial teacher training and other grants that are paid on academic year profile, grant expenditure is recognised as at the payment dates agreed with the providers and as such no financial year end accruals are expected for these streams of expenditure. The exception is where such grant is based on estimated student numbers. In that case adjustments are made, in the financial year in which the academic year ends, to reflect agreed adjustments arising from student number differences. These result in a net debtor or creditor balance to the extent that the funding adjustments made to future profile payments have not been fully made/recovered before the financial year end.

Programme debtors are also recognised where the TDA has a known entitlement to recover grant paid in the previous academic year or current/previous financial year (for example where activity has not been delivered), but has not been able to recover the grant before the end of the financial year. A programme creditor is recognised where the TDA has not paid the amounts to a body, to which the body is entitled, before the end of the financial year.

### Income

Other income is recognised in the operating cost statement for the year on an accrual basis.

### Value-added tax

The TDA is not registered for VAT as it has insufficient chargeable output to permit registration. Input VAT is therefore not recoverable and it is treated as expenditure. No output VAT is chargeable.

### Taxation

The TDA does not trade and hence it is not liable to corporation tax.

### Leases

Rental costs in respect of operating leases are charged directly to the income and expenditure account on an accrual basis.

### Loans

Loans to staff for approved purposes have been classified as current assets.

### Pension costs

Employees of the TDA and those staff seconded from other government departments are members of the Principal Civil Service Pension Scheme (PCSPS), and the conditions of the Superannuation Acts 1965 and 1972 and subsequent amendments apply to the employees of the TDA. The PCSPS is a multi-employer defined benefit scheme (treated for accounting purposes as a defined contribution scheme). Contribution rates are determined from time to time by the Government Actuary and advised by HM Treasury.

Employees joining after 1 October 2002 can opt to open a partnership pension account, a stakeholder pension with an employer contribution.

### Provision and bad debt write-off

Provisions are recognised when the TDA has a present legal or constructive obligation as a result of a past event. It is probable that a transfer of economic benefit will be required to settle the obligation and a reasonable estimate can be made of the amount of the obligation. The TDA reviews its outstanding debtors on a regular basis with a view to pursuing and providing for bad and doubtful debts, where appropriate.

## Financial instruments

FRS 13 (Financial instruments and derivatives) requires organisations to disclose information on the possible impact of financial instruments on its risk profile, and how these risks might affect the organisation's performance and financial condition. As an NDPB funded by the DfES the TDA can confirm that it is not exposed to any liquidity or interest rate risks. The TDA has no overseas operations and does not operate any foreign currency bank accounts; as such it is not subject to any foreign currency risks.

## 2. Prior year adjustment

The 2006–07 Government financial reporting manual (FReM) contained changes relating to accounting for grants and grant-in-aid. Also, to bring the TDA fully into compliance with FReM requirements, we have revised our previous policy

and now include a number of programme balances, representing grant recoveries and additional payments not previously included. Prior period adjustments were required to reflect these changes in accounting policy. The 2005–06 figures have been restated on a comparable basis.

Prior to 2006–07 revenue GIA was treated as income and GIA used to purchase assets was taken to the deferred government grant (DGG) reserve. An amount equal to depreciation and revaluation of fixed assets was transferred out of DGG into the income and expenditure account. All GIA is now treated as financing (see note 1 for more details) and a DGG is no longer required.

The DGG balance has been analysed to show the revaluation element (revaluation reserve) and the remainder included within general reserve.

The financial effect of the balance sheet balances and the net impact on the 2005–06 net expenditure figure is shown below:

### Balance sheet impact

	Original 31 March 2006 £'000	Programme adjustments £'000	Impact of FReM change £'000	Restated 31 March 2006 £'000
General reserve	(383)	(16,398)	(1,373)	(18,154)
Revaluation reserve	0		(90)	(90)
Government grant reserve	(1,463)		1,463	0
Debtors	1,704	19,704	0	21,408
Creditors: amounts falling due within one year	(6,616)	(3,306)	0	(9,922)
Net reserves impact (increase)	n/a	16,398	0	16,398

The bulk of the change in the 2005–06 operating cost statement bottom line figure (previously "surplus for the period" now "net expenditure") arises from an accounting classification change (treating GIA as financing rather than income), which does not have a financial impact on the TDA's ability to fund its activities or on the TDA's long-term survival; Parliament funds the TDA's activities as before.

### Operating cost statement impact

The net financial impact on net expenditure and the balance sheet arises from recognition of programme balances.

	£'000
Net expenditure 2005–06 (surplus for the period) as previously stated	948
GIA previously accounted for as Income (now within financing)	(666,912)
SEN previously accounted for as other income (now within financing)	(414)
Reversal of GIA adjustment-transfer from deferred government grant	(1,206)
Revised net expenditure after GIA reclassification	(667,584)
2005–06 movement in programme balances	2,585
<b>Net expenditure for the year 2005–06 (as restated)</b>	<b>(664,999)</b>

### 3. Operating income

	2006–07		2005–06	
	£'000	£'000	£'000	£'000
<b>Income from the National Assembly for Wales</b>				
Reimbursement of cost		993		853
<b>Other operating income</b>				
National College for School Leadership (NCSL)	0		769	
HM Revenue and Customs	0		431	
Miscellaneous income	0		24	
		0		1,224
<b>Total operating income</b>		<b>993</b>		<b>2,077</b>

## 4. Financing

### Financing grant and GIA grant received

The following note shows grant-in-aid received by the TDA from the DfES in the period to 31 March 2007, compared with that received in the year ended 31 March 2006.

	2006-07		Restated 2005-06	
	Grant received £'000	Grant allocated £'000	Grant received £'000	Grant allocated £'000
(1) Programme expenditure DfES approved virement - (from)/to running costs	707,504	707,504 (2,705)	648,425	648,425 (137)
	707,504	704,799	648,425	648,288
(2) Administration costs DfES approved virement	21,671	21,671 2,705	19,084	19,084 137
	21,671	24,376	19,084	19,221
Total of receipts from DfES grant-in-aid	729,175	729,175	667,509	667,509
(3) Special educational needs	345	345	414	414
Total of receipts from DfES grants and GIA	729,520	729,520	667,923	667,923

## 5. Analysis of full cost expenditure on current programmes

Grants paid	2006-07		Restated 2005-06	
	£'000	£'000	£'000	£'000
<b>ITT</b>				
ITT provider funding	258,802		242,223	
Employment-based routes funding	88,273		87,074	
Training bursaries	165,900		149,993	
Secondary Shortage Subject Scheme	496		4,928	
Access to learning funds	86		111	
Golden Hello scheme	27,954		27,390	
QTS skills tests	3,661		3,612	
Primary modern foreign languages	2,293		1,010	
ITT development	15,206		9,529	
Additional ITT recruitment activity	11,044		6,846	
Student Associate Scheme	12,460		11,876	
Aim higher	807		1,585	
Under-represented groups	1,635		1,522	
		588,617		547,699
<b>Wider Workforce</b>				
Specialisms and new roles	1,679		0	
Support staff training and delivery	7,073		7,135	
Higher level teaching assistants	14,530		11,774	
Qualifications and standards	239		375	
		23,521		19,284
<b>Teachers</b>				
Career-phase specific support	329		840	
Postgraduate professional development/INSET	17,165		15,622	
Curriculum	122		0	
Special educational needs	583		302	
CPD Strategy	493		617	
		18,692		17,381
<b>Development</b>				
National remodelling and sustainability	1,420		761	
Extended schools	3,579		1,368	
Targeted youth support	2,624		316	
Parent support advisers	5,261		0	
Performance management	4,101		761	
School workforce advisers and recruitment managers	18,290		9,249	
Programme delivery and management	14,722		17,014	
		49,997		29,469
Grants paid		680,827		613,833
<b>Provision of information and advice</b>				
Media campaign, recruitment events, recruitment website	13,926		13,873	
Other communications activity	14,997		13,632	
		28,923		27,505
<b>Research</b>		1,950		2,693
<b>Other activities</b>				
Special projects	103		146	
School leaders service (First Point)	285	388	12	158
<b>Total programme expenditure</b>		712,088		644,189

We have re-analysed 2005–06 figures to reflect the new programme adjustment accounting treatment and to align with the TDA's operational structure in 2006/07. In particular this has resulted in a lower figure charged to the media campaign in 2005/06.

The Student Associates Scheme and Aim higher were treated as two separate schemes up to 30 September 2006 and unified into a single scheme thereafter.

Of the total grant expenditure of £680.827m in 2006–07, £8.6m was paid to private or other non-public sector organisations in the delivery of ITT and other related programmes.

## 6. Notional costs

### Cost of capital

The cost of capital has been calculated at 3.5 per cent of the total average capital employed, which excludes non-interest bearing bank balances. The cost in 2006–07 is £392k (2005–06: restated £477k), which is substantially higher than in previous years due to the new grant recognition arrangement.

## 7. Staff

### a) Total costs of staff

The total costs of staff (including the Chief Executive) employed by and seconded to the TDA and agency temporary staff in the period to 31 March 2007 were:

	2006–07 £'000	2005–06 £'000
Staff salaries	10,680	10,379
Cost of temporary staff	1,171	1,433
Social Security costs	1,030	913
Superannuation costs	2,131	1,934
<b>Total</b>	<b>15,012</b>	<b>14,659</b>

### b) Average number of employees

The average number of permanent, seconded and agency temporary staff employed during the year was:

	2006–07 numbers	2005–06 numbers
Directors	10	8
Secretariat	2	2
Communications and marketing	16	15
Initial teacher training	93	95
Teachers	28	21
Strategy	23	17
Corporate services	62	62
Wider workforce	26	29
Temporary staff	22	30
Development	26	30
<b>Total</b>	<b>308</b>	<b>309</b>

The totals are influenced by variations in the number of consultants, in addition to variations resulting from changes in priorities and functions.

### c) Pension arrangements for staff

For 2006–07, employer's contributions of £2.068m were payable to the PCSPS (2005–06: £1.918m) at one of four rates in the range of 17.1 per cent to 25.5 per cent of pensionable pay, based on salary bands (the rates in 2005–06 were between 16.2 and 24.6 per cent). The scheme's actuary reviews employer contributions every four years following a full scheme valuation. From 2007–08, the salary bands will be revised but the rates will remain the same. The contributions rates are set to meet the cost of the benefits accruing during 2006–07 to be paid when the member retires, and not the benefits paid during the period to existing pensioners.

Employees can opt to open a partnership pension account, a stakeholder pension with an employer contribution. Employer's contributions of £0.021m (2005–06; £0.015m) were paid to one or more of a

panel of three appointed stakeholder pension providers. Employer contributions are age-related and range from three to 12.5 per cent of pensionable pay. Employers also match contributions up to three per cent of pensionable pay. In addition £1,261 (2005–06: £1,047) or 0.8 per cent of pensionable pay, was payable to the PCSPS to cover the cost of the future provision of lump sum benefits on death in service and ill-health retirement of these employees.

There were no contributions prepaid to the partnership pension providers at the balance sheet date.

Superannuation contributions paid to third parties in relation to secondees amounted to £40k (2005–06: £26k).

## 8. Other administration costs

	2006–07 £'000	2005–06 £'000
Board members' emoluments	57	32
Travel, subsistence and hospitality		
Chairman, Chief Executive and Board	21	20
Employees	87	51
Staff training and fees	360	456
Impairment of assets	204	0
General administrative expenditure	780	1,358
Recruitment	352	573
SLA information systems and payroll	150	113
Charges for operating leases	5,090	3,361
Dilapidations	403	0
Consumables	591	474
NRT transformation cost	0	294
Consultancy costs	81	140
Internal auditors remuneration	106	118
External auditors remuneration*	30	27
Bank charges	5	5
	<b>8,317</b>	<b>7,022</b>

\* The external auditors received no remuneration for non-audit services during the year.

Consultancy costs exclude those of parties employed to work on specific programmes. These costs are charged to the relevant programme and are included in the breakdown shown in note 5. All consultants have contracts for services and not contracts of employment with the TDA.

The amounts for travel, subsistence and hospitality (2005–06: £20k) and recruitment (2005–06: £573k) have been restated to reclassify recruitment costs of £22k originally included in travel.

## 9. Intangible fixed assets

<b>Cost or valuation</b>	<b>TOTAL</b> £'000
Balance as at 1 April 2006	283
Additions	47
Disposals	0
Impairments	(11)
Surplus/(loss) on revaluation	0
- to income and expenditure	(15)
- to revaluation reserve	0
<b>At 31 March 2007</b>	<b>304</b>
<b>Depreciation</b>	
Balance as at 1 April 2006	(93)
Charge for the year	(122)
Disposals	0
Impairments	0
(Surplus)/loss on revaluation	0
- to income and expenditure	25
- to revaluation reserve	0
<b>At 31 March 2007</b>	<b>(190)</b>
<b>Net book value at 31 March 2007</b>	<b>114</b>
<b>Net book value at 1 April 2006</b>	<b>190</b>

## 10. Tangible fixed assets

	Refurbishment of building £'000	IT assets £'000	Office equipment and furniture £'000	TOTAL £'000
<b>Cost or valuation</b>				
At 1 April 2006	4,114	1,225	461	5,800
Additions	317	205	2,272	2,794
Disposals	(4,116)	(197)	(459)	(4,772)
Impairments	2	(191)	(2)	(191)
Surplus/(loss) on revaluation				
- to income and expenditure	0	(25)	0	(25)
- to revaluation reserve	5	0	33	38
<b>At 31 March 2007</b>	<b>322</b>	<b>1,017</b>	<b>2,305</b>	<b>3,644</b>
<b>Depreciation</b>				
At 1 April 2006	(3,455)	(646)	(426)	(4,527)
Charge for the year	(83)	(331)	(427)	(841)
Disposals	3,429	378	427	4,234
Impairments	26	(27)	(1)	(2)
(Surplus)/loss on revaluation				
- to income and expenditure	0	69	0	69
- to revaluation reserve	(1)	0	(6)	(7)
<b>At 31 March 2007</b>	<b>(84)</b>	<b>(557)</b>	<b>(433)</b>	<b>(1,074)</b>
<b>Net book value at 31 March 2007</b>	<b>238</b>	<b>460</b>	<b>1,872</b>	<b>2,570</b>
<b>Net book value at 1 April 2006</b>	<b>659</b>	<b>579</b>	<b>35</b>	<b>1,273</b>

## 11. Debtors: amounts falling due within one year

	<b>31 March 2007</b>	<b>Restated</b>
	<b>£'000</b>	<b>31 March 2006</b>
		<b>£'000</b>
Programme debtors	14,807	19,944
Other debtors	42	571
Programme prepayments	2,003	116
Other prepayments and accrued income	351	683
Loans to staff	91	94
<b>Total</b>	<b>17,294</b>	<b>21,408</b>

Debtors have been reclassified to show the split between programme and other debtors.

## 12. Debtors with other government bodies: amounts falling due within one year

	<b>31 March 2007</b>	<b>Restated</b>
	<b>£'000</b>	<b>31 March 2006</b>
		<b>£'000</b>
Other central government bodies	307	444
Local authorities	5,796	3,854
NHS trusts	0	0
Public corporations and trading funds	0	0
Balance with other government bodies	6,103	4,298
Balance with other non-government bodies	11,191	17,110
<b>Total</b>	<b>17,294</b>	<b>21,408</b>

### 13. Cash balances

Details of balances at year-end:

	31 March 2007 £'000	31 March 2006 £'000
Cash held in Paymaster account		
- in respect of programme costs	1,475	4,600
- in respect of administration costs	1,010	695
<b>Total</b>	<b>2,485</b>	<b>5,295</b>

### 14. Creditors: amounts falling due within one year

	31 March 2007 £'000	Restated 31 March 2006 £'000
Programme creditors	6,319	5,584
Other creditors	140	1,190
Programme accruals	3,265	2,896
Other accruals	810	252
<b>Total</b>	<b>10,534</b>	<b>9,922</b>

Creditors have been reclassified to show the split between programme and other creditors.

### 15. Creditors with other government bodies: amounts falling due within one year

	31 March 2007 £'000	Restated 31 March 2006 £'000
Other central government bodies	704	104
Local authorities	2,903	2,734
NHS trusts	75	0
Public corporations and trading funds	0	0
Balance with other government bodies	3,682	2,838
Balance with other non-government bodies	6,852	7,084
<b>Total</b>	<b>10,534</b>	<b>9,922</b>

## 16. Leases and hire purchase obligations

At 31 March 2007, the TDA had the following commitments under non-cancellable operating leases as set out below.

	31 March 2007 £'000	31 March 2006 £'000
<b>Land and buildings</b>		
<b>Operating leases which expire:</b>		
Within one year	667	301
Within two to five years	4,399	4,964
<b>Other operating leases:</b>		
Within one year		
Within two to five years	154	365

## 17. Reconciliation in movement of general reserve

	31 March 2007 £'000	Restated 31 March 2006 £'000
Previous balance brought forward	383	(565)
Prior period adjustment - programme note 2	16,398	13,813
Prior period adjustment - transfer from deferred government grant reserve	1,373	1,982
Balance restated	18,154	15,230
Grants and grant-in-aid funding	729,520	667,923
Net expenditure for the year	(735,866)	(664,999)
Transfer from revaluation reserve on disposal of assets	90	0
<b>Reserve carried forward</b>	<b>11,898</b>	<b>18,154</b>

## 18. Reconciliation in movement of revaluation reserve

	31 March 2007 £'000	31 March 2006 £'000
Previous balance brought forward	0	0
Prior period adjustment - transfer from deferred government grant reserve	90	99
Balance restated	90	99
Backlog depreciation	(7)	(53)
Revaluation on cost	38	44
Transfer to general reserve on disposal of assets	(90)	0
<b>Reserve carried forward</b>	<b>31</b>	<b>90</b>

## 19. Relocation to Manchester by 2010

In his letter of 27 October 2006, the Secretary of State agreed in principle TDA's proposed relocation to Manchester by 2010, in keeping with the Lyons relocation agenda. The costs of such a move would include the programme office and expert consultancy, relocation packages for staff, recruitment and training, building refurbishment and fit-out, and setting up an IT infrastructure with a network of new servers and cabling. These costs would be funded from future years' grant-in-aid. We have provided the DfES with a range of relocation options and their associated estimated costs. We plan to provide for the costs of relocation in future accounts once formal agreement is reached and a reasonable estimate of the associated cost is known.

## 20. Commitments at end of period

### Capital

As at 31 March 2007 the TDA had £265k (2005–06: £75k for the development of a new finance system) capital commitments for the dilapidation cost of the 14th floor, Portland House, where the current lease comes to an end at 31 January 2008. Commitments under operating leases are set out in note 16 to the accounts.

### Financial

Current ITT and INSET/PPD funding for institutions is approved on an academic year basis – 1 August to 31 July. The figures as at 31 March 2007 cover the TDA's known commitment in respect of the academic years 2006/07 and 2007/08, ending on 31 July 2007 and 31 July 2008 respectively.

	31 March 2007 £'000	31 March 2006 £'000
ITT:		
Provider funding	338,981	341,095
Training bursaries	231,615	228,145
EBR funding	114,708	119,319
Golden Hello Scheme	32,120	31,724
Student Associates Scheme	16,804	18,095
Teachers:		
Postgraduate professional development	26,685	22,645

## 21. Events after the balance sheet date

There have been no events after the balance sheet date requiring an adjustment to the financial statement.

The financial statements were authorised for issue on 2 July 2007 by Graham Holley (Accounting Officer).

## 22. Audited accounts for ITT providers

Included in these accounts are grants to providers of initial teacher training, and these are subject to verification by those institutions' external auditors that they have been used for their approved purposes. The financial year of these institutions ends on 31 July each year. The TDA requires higher education institutions to provide it with audited accounts by the end of December following the end of each year, and requires other providers of ITT to supply audited accounts by the end of November following the end of the academic year.

### *Audit of institution accounts for the 2005/06 academic year*

For the academic year ending 31 July 2006, the TDA has received audited accounts from all 77 of the higher education ITT providers and 59 of the 60 other ITT providers which are required to submit accounts.

### 23. Related party transactions

DfES is TDA's parent department and is therefore a related party as are other DfES NDPBs, in particular the Higher Education Funding Council for England and the NCSL.

In addition, the TDA has had a small number of material transactions with other government departments and other central government bodies. Most of these transactions have been with the National Assembly for Wales.

During the year, the TDA entered into the following transactions with the following related parties:

Funding allocations to University of Oxford, whose Honorary Professor of Zoology is Sir Brian Follett. Total TDA funding to University of Oxford during the year amounted to £2.202m (2005–06: £2.026m).

Funding allocation to Leicester City Council, whose Director was Steven Andrews to October 2006. Total TDA funding to Leicester City Council during the year amounted to £0.427m (2005–06: £0.444m).

Funding and allocations to the University of Southampton, whose Deputy Head of School and Head of Research at the School of Education is Professor Jill Bourne, TDA Board member from June 2006. Total TDA funding to University of Southampton during the year amounted to £6.156m (2005–06: £6.283m).

Funding allocations to the University of London, Institute of Education, whose Deputy Director is Professor Barbara MacGilchrist, TDA Board member to October 2006. Total TDA funding to the University of London during the year amounted to £14.046m (2005–06: £14.684m).

Funding allocations to The University of Worcester, whose Vice Chancellor and Chief Executive is Professor David Green, TDA Board member from February 2006. Total TDA funding to The University of Worcester during the year amounted to £7.183m (2005–06: £7.296m).

Funding allocations to the University of East Anglia, whose Dean of Education is Professor Christopher Husbands, TDA Board member from June 2006. Total TDA funding to the University of East Anglia during the year amounted to £4.779m (2005–06: £4.534m).

Funding allocations to the London Borough of Bexley, whose Chief Executive Officer is Dr Nick Johnson OBE, TDA Board member from June 2006. Total TDA funding to the London Borough of Bexley during the year amounted to £380k (2005–06: £205k).

None of the key managerial staff or other related parties has undertaken any material transactions with the TDA during the year.

## Annex

### Major contracts awarded during 2006–07

TDA awarded 1,809 contracts during 2006–07, worth a total of £81.632m. Of these, 22 were over £500k totalling £66.394m, and are listed below.

This compares with nine contracts over £500k, totalling £33.296m, awarded in 2005–06.

Supplier	Service	Cost £'000	Contract period (financial year)
Consulting Strategies Ltd	Support, guidance and information to schools	41,206	2006–07 to 2009–10
Keele University	National rollout of pre-ITT chemistry enhancement course	4,000	2006–07 to 2009–10
Finishing Touch	Development Directorate events	2,920	2006–07
Bradford College (West Yorkshire Partnership)	Pre-ITT chemistry enhancement course	2,175	2006–07 to 2009–10
Centre for Education Leadership	Regional-based training services	2,000	2006–07 to 2007–08
Base Interiors	London move	1,700	2006–07
Canterbury Christ Church University	Teach First – national provider	1,500	2006–07 to 2009–10
Rare Publishing	Ruler magazine	1,250	2006–07 to 2009–10
Plymouth Consortium	Student Associates Scheme 2006–2008	1,103	2006–07 to 2007–08
COI	To target career switchers and career finders – January to February	1,087	2006–07
Canterbury Christ Church University	Teach First – regional provider (London)	1,028	2006–07 to 2008–09
University of East London	Student Associates Scheme 2006–2008	788	2006–07 to 2007–08
COI	To target career switchers and career finders – March	751	2006–07
Edge Hill University	Student Associates Scheme 2006–2008	603	2006–07 to 2007–08
University of Northampton	IPRN diversity and behaviour (behaviour)	572	2006–07 to 2008–09
London Metropolitan University	IPRN diversity and behaviour (diversity)	559	2006–07 to 2008–09
Liverpool John Moores University	Student Associates Scheme 2006–2008	551	2006–07 to 2007–08
The Open University	Student Associates Scheme 2006–2008	551	2006–07 to 2007–08
COI	Net media	519	2006–07
Nottingham Trent University	Student Associates Scheme 2006–2008	517	2006–07 to 2007–08
COI	Posters	514	2006–07
Nottingham Trent University – Consortium TFM	Teach First – regional provider(s) – Midlands	500	2006–07 to 2008–09
<b>Total</b>		<b>66,394</b>	

# Glossary

CETV	Cash equivalent transfer value
CLG	Corporate leadership group
CPD	Continuing professional development
DfES	Department for Education and Skills
DCSF	Department for Children, Schools and Families
DTI	Department of Trade and Industry
FReM	Financial Reporting Manual
FTE	Full-time equivalent
GIA	Grant-in-aid
HEFCE	Higher Education Funding Council For England
HLTA	Higher level teaching assistant
INSET	In-service education and training
ITT	Initial teacher training
NAO	National Audit Office
NCSL	National College for School Leadership
NDPB	Non-departmental public body
NQT	Newly qualified teacher
Ofsted	Office for Standards in Education
PCSPS	Principal Civil Service Pension Scheme
PPD	Postgraduate professional development
QTS	Qualified teacher status
SCITT	School-centred initial teacher training
SEN	Special educational needs
SLA	Service level agreement
SWDB	School Workforce Development Board
TDA	Training and Development Agency for Schools
TTA	Teacher Training Agency

# Board members 2006–07



**Prof. Sir Brian Follett**  
Chair



**Graham Holley**  
Chief Executive



**Christopher Baker**  
Self-employed consultant



**Brenda Bigland CBE**  
Headteacher, Lent Rise Combined School



**Prof. Jill Bourne**  
Deputy Head of School and Head of Research, School of Education, University of Southampton



**Andrew Buck**  
Headteacher, Jo Richardson Community School, Essex



**Prof. Deborah Eyre**  
Director, National Academy for Gifted and Talented Youth



**Ian Ferguson CBE**  
Chairman, Data Connection Ltd



**Prof. David Green**  
Vice Chancellor, University of Worcester



**Prof. Christopher Husbands**  
Dean of the School of Education and Lifelong Learning, University of East Anglia



**Dr Nick Johnson OBE**  
Chief Executive, London Borough of Bexley



**Prof. Barbara MacGilchrist**  
Deputy Director, Institute of Education



**Joan Munro**  
National Adviser Workforce Strategy, Improvement and Development Agency for Local Government



**Victoria Nye**  
Director, Training and Education, Investment Management Association



**Dame Gillian Pugh**  
Children's Workforce Development Council Board member



**Richard Thornhill**  
Headteacher, Loughborough 'Fresh Start' Primary School and Children's Centre, London



**Susan Tranter**  
Headteacher, Fitzharrys School, Oxfordshire



**Steven Andrews**  
Self-employed consultant and former Director of Education

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