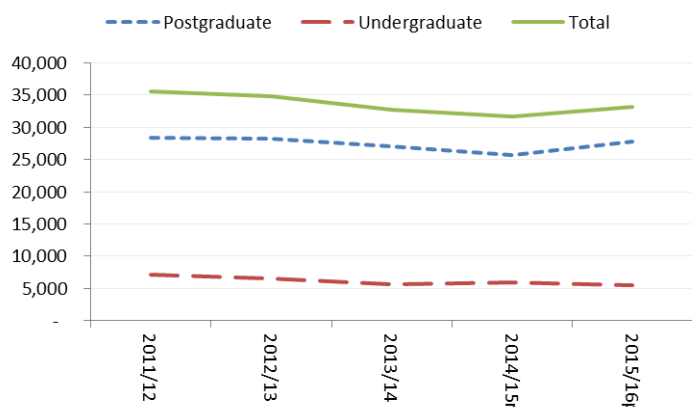




Initial teacher training census for the academic year 2015 to 2016, England

SFR 46/2015, 19 November 2015

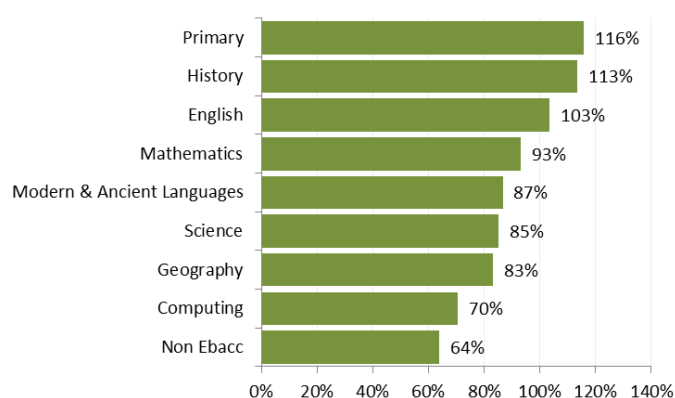
Increase in the numbers of new postgraduate entrants starting or expected to start



There were 28,148 new entrants to postgraduate Initial Teacher Training (ITT) courses in the academic year 2015 to 2016. Of these, 27,769 were actual new entrants and 379 forecast trainees (expected to start courses later or have delayed for a short period of time). This also includes 1,584 Teach First trainees, which are being reported for the first time. This compares with 25,753 in the academic year 2014 to 2015 (final).

There were also 5,440 undergraduates, compared with 5,936 in the academic year 2014 to 2015.

Primary recruitment exceeded target but the secondary target was not met

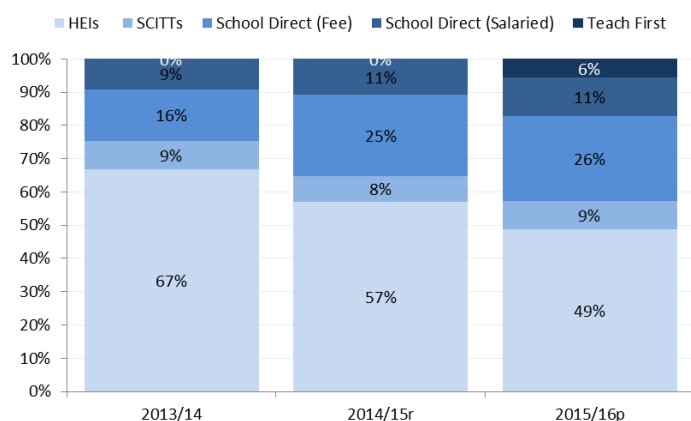


The number of new entrants varied by phase and subject. Primary courses filled 116% of their Teacher Supply Model (TSM) target. Secondary subjects filled 82%.

Within EBacc subjects, both history and English exceeded their TSM targets, filling at 113% and 103% respectively. Science filled 85% of its TSM target; within this chemistry filled 95% and physics 71%.

When taken together, primary and secondary subjects filled 94% of their TSM target.

Over half of postgraduate initial teacher training courses were school-led



School-led routes have grown over the last few years. The total number of new postgraduate entrants on school-led routes is 14,208 in the academic year 2015 to 2016 (51% of the total). This compares with 13,561 on HEI-led courses (49% of the total). This excludes the forecasted trainees.

The total number of School Direct new entrants has increased from a revised 9,070 in the academic year 2014 to 2015 to 10,252 in the academic year 2015 to 2016.

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About this release

This provides provisional figures on the number of new entrants who have started an initial teacher training programme in England in the academic year 2015 to 2016. The information also shows a provisional forecast of recruitment to initial teacher training.

In this publication

The following tables are included in the SFR:

- National tables for the academic year 2015 to 2016 with supporting time series data (Excel.xls)
- Provider level tables for the academic year 2015 to 2016 (Excel.xls)

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at ittstatistics.publications@education.gsi.gov.uk.

1. New entrants to postgraduate initial teacher training courses

There were 28,148 new entrants to postgraduate Initial Teacher Training (ITT) courses in the academic year 2015 to 2016. Of these, 27,769 were actual new entrants and 379 forecast trainees.

The Teacher Supply Model (TSM) estimated that, in the academic year 2015 to 2016, England needed 18,451 postgraduate trainees to start in secondary subjects and 11,245 trainees in primary. The ITT census shows that we recruited 15,114 trainees in secondary subjects and 13,034 in primary. Secondary subjects collectively filled at 82% of the TSM target and primary 116%. The overall recruitment rate was 94% of the total TSM target¹. The percentages filled for each subject also varied by phase and route.

There was some additional recruitment in some subjects beyond the estimated need in the TSM, and this was calculated to be 7% in total and included primary, English, history and physical education. For other subjects, there were fewer trainees recruited than the estimated need in the TSM (see section 2).

The total number of postgraduate new entrants on school-led routes is 14,208 in the academic year 2015 to 2016, making up 51% of the total. This comprises 2,372 in SCITTs; 7,086 on School Direct (Fee) routes; 3,166 on School Direct (Salaried) routes and 1,584 on the Teach First programme. This compares with 13,561 on the HEI route.

There were also a further 5,440 new undergraduates starting ITT programmes in the academic year 2015 to 2016.

Numbers recruited against the Teacher Supply Model (TSM) target

The Department for Education estimates the number of postgraduate trainees required in England in each subject and phase for one year in advance using the Teacher Supply Model (TSM). The TSM estimates how many Newly Qualified Teachers (NQTs) are needed to enter the stock in future given, amongst other things, projections of pupil population, effect of new teacher-related policies, and estimates of teacher flows. The number of NQTs expected to enter the stock is then scaled up to account for ITT completion and post-ITT employment rates to calculate the number of postgraduate ITT places². NCTL then uses the allocation model to work out how many places are needed to meet demand. See the methodology section for more details.

NCTL allocates more ITT places than the required number of trainee teachers. When assessing recruitment overall, we measure the number of trainee teachers recruited against the number required (from the TSM), rather than against the proportion of allocated places that are filled.

This publication focuses on postgraduate trainees as this reflects the methodology of the TSM for 2015/16.

Information on undergraduates is provided in the supporting tables.

¹ When comparing to the mid-point of the TSM

² Both the 2015/16 and 2016/17 Teacher Supply Models along with model user guides are available at the following link: <https://www.gov.uk/government/publications/teacher-supply-model>

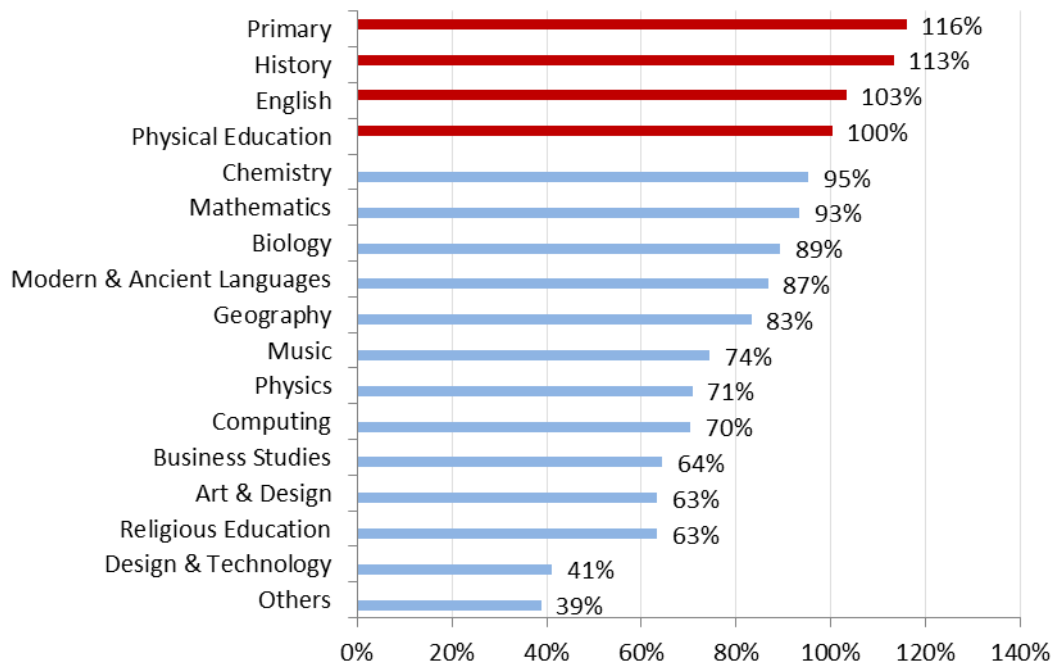
2. New entrants to postgraduate initial teacher training by subject and phase

(Figures 1 and 2)

Figure 1 shows that recruitment, relative to the TSM target, was more successful in some subjects and phases than others. The target was exceeded in primary (116%), history (113%) and English (103%). For other secondary subjects, there were fewer trainees registered than required by the TSM, the least successful were design and technology (41%), art and design (63%) and religious education (63%).

Please note these figures include forecasted trainees.

Figure 1: New entrants to postgraduate initial teacher training by subject and phase, 2015/16
New entrants by subject and phase against TSM



Compared with the academic year 2014 to 2015 there are more postgraduate trainees starting initial teacher training (28,148 compared to 25,753). The TSM targets for 2015 to 2016 were very different from those for the previous year, with more trainees required in secondary, a corresponding fall in primary, and more required in most priority subjects. The number of trainees recruited against the postgraduate TSM target improved from a revised 91% in the academic year 2014 to 2015 to 94% this year. This is consistent with the provisional postgraduate figure of 94% in academic year 2014 to 2015.

In the academic year 2015 to 2016 there were 15,114 new postgraduate secondary trainees, up over 2,000 from 12,971 last year. However, contribution to the secondary target is down (from 94% in the academic year 2014 to 2015 to 82% this year); this is a consequence of the TSM target having increased by nearly 5,000. In English there were 900 more postgraduate trainees required by the TSM, so although nearly 500 more were recruited compared with last year our performance relative to the TSM target fell from 137% to 103%. For mathematics, a similar number of postgraduate trainees were required and more were recruited, so performance relative to TSM target improved on last year.

Figure 2: New entrants to postgraduate initial teacher training by subject, 2014/15 and 2015/16
 New entrants by subject compared to mid-point of the TSM

	2014/15r			2015/16p		
	Recruited	Target	Contribution to target	Recruited	Target	Contribution to target
English	1,841	1,348	137%	2,329	2,253	103%
Mathematics	2,170	2,346	92%	2,407	2,581	93%
Science, of which:	2,305	2,520	91%	2,799	3,286	85%
<i>Biology</i>	845	891	95%	1,050	1,178	89%
<i>Chemistry</i>	823	682	121%	1,003	1,053	95%
<i>Physics</i>	637	947	67%	746	1,055	71%
Computer science	519	610	85%	509	723	70%
Design & technology	409	981	42%	526	1,279	41%
Modern and ancient languages	1,238	1,375	90%	1,313	1,514	87%
Geography	597	741	81%	647	778	83%
History	767	632	121%	925	816	113%
Art	402	403	100%	503	794	63%
Music	374	461	81%	358	481	74%
Physical education	1,095	966	113%	1,230	1,227	100%
Religious education	386	537	72%	411	650	63%
Business studies	207	264	78%	201	313	64%
Social studies	166	216	77%	-	-	-
Other	495	466	106%	1,556	1,845	84%
Total Secondary	12,971	13,866	94%	15,114	18,541	82%
Primary	12,782	14,328	89%	13,034	11,245	116%
Total	25,753	28,194	91%	28,148	29,787	94%

Please note the 2015/16 figures includes Teach First trainees, these are not included in 2014/15 figures

3. Qualifications of new entrants (Figure 3)

The classification of the undergraduate degree³ held by new entrants to postgraduate programmes is used as a measure of the quality of the new entrants. Degree classifications are used to make in-year comparison across training routes and subjects, as well as year-on-year comparisons. The data refer to the subject being trained to teach and not subject of the degree held. Comparisons over time should be treated with caution as the academic year 2015 to 2016 includes Teach First for the first time.

New entrants to initial teacher training are highly qualified

The academic year 2015 to 2016 includes the Teach First data for the first time. With Teach First included in the total; 75% of new entrants with degrees on postgraduate programmes held a first class or 2:1 classified degree. When the Teach First figures are excluded the proportion of new entrants that held a first class or 2:1 degree remains at 74% - the same as the academic year 2014 to 2015, an increase from the 63% for new entrants in the academic year 2010 to 2011.

In the academic year 2015 to 2016; 18% of new postgraduate entrants to ITT had first class degrees; this is the highest figure yet recorded and holds even when Teach First trainees are excluded.

This rise in degree performance outstrips the overall patterns of first degree class improvement of all degrees awarded each year⁴. The proportion of all degrees awarded at 2:1 or higher has risen six percentage points (from 64% to 70%) between academic year 2010 to 2011 and academic year 2013 to 2014 (latest available data). For new entrants for initial teacher training it rose eleven percentage points (from 63% to 74%) over the same period.

Qualifications of new entrants by route

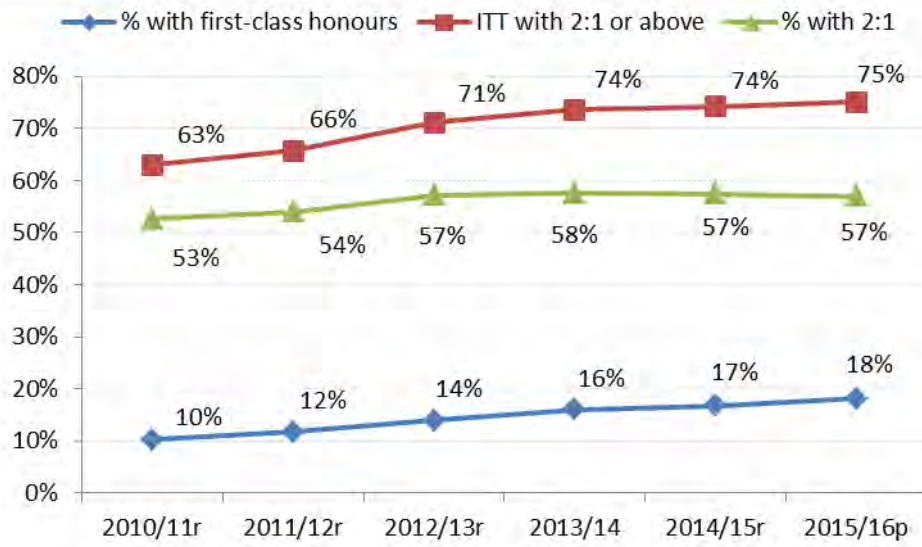
The proportion of new entrants holding a 2:1 or higher classified degree varies by route; but so do the characteristics of trainees on each route (see section 4). Direct comparisons between routes should therefore be treated with caution. Overall, new entrants on Teach First programmes had the highest percentage of first class and 2:1 degrees (98%). Those on a School Direct (Fee) courses had 74% compared with 68% of those on a School Direct (Salaried) route.

School Direct (Salaried) has the lowest proportion of trainees with a 2:1 degree or higher. This does not necessarily mean that the School Direct (Salaried) route attracted lower quality candidates. This route is aimed at career changers and therefore the demographic characteristics of these trainees maybe different from trainees on other routes. In addition, the proportion awarded top degrees nationally has increased over time, which may explain some of the difference.

³ For this publication we cannot separate degrees taken in the UK and those taken abroad. The degrees taken refer to all degrees from the UK and abroad.

⁴ <https://www.hesa.ac.uk/content/view/3103/209/> Please note the data for all degrees includes students from outside England.

Figure 3: Trends in qualifications of postgraduate new entrants to initial teacher training



4. Characteristics of new entrants (Figure 4)

The census provides information on the demographic characteristics of trainees, including age, gender, ethnicity and disability. The information below focuses on postgraduate trainees and excludes the forecasts for which this information is not known.

The proportion of new entrants to postgraduate primary programmes who are male is 22%; this has remained stable over recent years. There is a higher proportion of new entrants who are male to primary School Direct (Salaried) routes (27%) compared with School Direct (Fee) routes (22%), HEI-led programmes (20%) and SCITTs (21%).

There was much less variation in the gender breakdown of new entrants to postgraduate secondary programmes, with 41% of trainees on School Direct (Salaried) programmes being male, compared with 40% on School Direct (Fee) and HEI-led programmes (40%), and 42% on SCITTs.

Figure 4: Demographics of people entering postgraduate initial teacher training in the academic year 2015 to 2016 (Primary and Secondary combined)

	Male	Aged under 25	Ethnic minority	Declared disabled
Postgraduate total	31%	55%	14%	8%
HEI	31%	62%	18%	10%
SCITT	33%	51%	9%	6%
School direct (Fee)	32%	52%	10%	8%
School direct (Salaried)	34%	21%	13%	6%
Teach first	29%	76%	15%	8%

The overall proportion of postgraduate trainees who declared to be from a black or minority ethnic (BME) background was 14% in the academic year 2015 to 2016. The proportion varied by route with Teach First trainees declaring 15% compared to 9% for SCITTs. This may be reflective of the characteristics of people who apply to different routes, or the locations of providers, with Teach First more likely to be located in urban areas with different demographics.

The overall proportion of postgraduate new entrants who declared themselves to be disabled was 8% in the academic year 2014 to 2015.

5. Methodology (Figure 5)

Data Collection

The initial teacher training census is collected each year for trainees registered on a course on the second Wednesday in October. For the academic year 2015 to 2016 this was Wednesday 14 October 2015. The collection remained open until 30 October 2015 to allow providers time to input and check their records.

The provisional data for the academic year 2015 to 2016 was extracted on Monday 2 November 2015, for both the forecast and actual trainees. The data presented in this report is provisional, as there are updates taken in January and July following the census and data are finalised in the November report the following year. As such, data for the academic year 2014 to 2015 is finalised here and there are some revisions to previously published information. Where possible a fully revised time-series back to the academic year 2008 to 2009 with final data have been provided in this publication.

For the academic year 2015 to 2016 we received data from 225 providers. There were 155 SCITTs and 70 HEIs. All data were signed off by providers.

Coverage

The initial teacher training census covers England.

Confidentiality

Data are anonymised, with cases fewer than 5 being marked with a ‘*’ to ensure that individual trainees cannot be identified. Numbers are unrounded.

Quality assurance

Data are filled in and signed off by providers. The publication team carry out a number of checks throughout the data entry process. Then after the data was extracted on 2 November 2015, it was validated and checked and signed off by the publication team leader.

Inclusion in the census

The census combines individual level data on actual registrations with returns for the number of forecast trainees by subject. Teach First are included this year as they have been included in the TSM.

There are filters applied to ensure we capture valid trainees:

- Trainees are in their first year
- Trainees were “actual” or live on census date
- Trainees who were on a course on or after census date
- Trainees were on a course that leads to QTS
- Trainees were not excluded (see below)

There are further details below on the trainees excluded from this report.

Trainees excluded from this report

There are a number of groups excluded from this analysis who may be involved in initial teacher training. The figures presented in this report exclude those on:

Assessment Only
(AO)

This route is for experienced teachers with a degree and those with a teaching qualification from different countries, who have not yet received qualified teacher status in England. It allows teachers to do the necessary assessment and skills tests to qualify for qualified teacher status. They are deemed to be already in the workforce and therefore are not counted in the TSM target.

Self-funded	This includes overseas trainees who are not entitled to any UK financial support. It also includes trainees who fund themselves, so are not in the target, as they do not require financial support.
Early Years (0-5)	This programme focuses on pre-school initial teacher training and the data for this is collected via a different system. The trainees on this route are not eligible for Qualified Teacher Status (QTS) which is why they are excluded from this report. However, Teach First offer an early years programme working with children aged 3 to 5 years which does lead to QTS, and is therefore included.
Troops to Teachers	Two-year Troops to Teachers courses are for people who are, or have been, in the armed forces. This undergraduate route leads to QTS and a degree qualification.

Teacher Supply Model

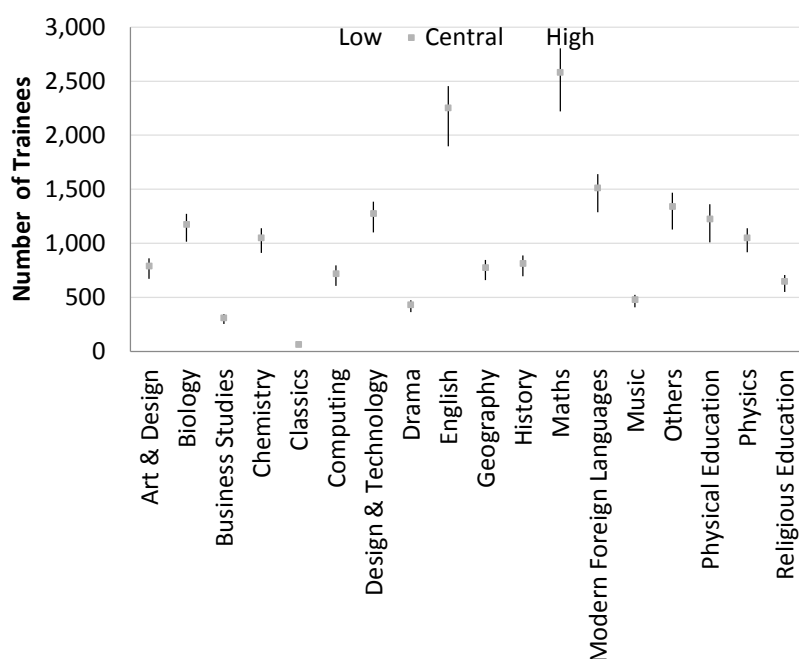
The Teacher Supply Model allows users to employ scenario testing within the model itself to examine the impact of different scenarios on the outputs of the model. This includes varying pupil projections, Pupil-Teacher Ratios (PTRs), and projected teacher wastage rates. As part of the published model outputs, 'high' and 'low' estimates are presented alongside the 'central' values - only the central estimates were used by NCTL for allocations modelling purposes and for modelling by the department on ITT financial incentives.

The central estimates are calculated using the most robust teacher supply modelling data that the Department holds and are the department's best estimate of teacher trainee requirements. The high and low estimates were derived using scenario testing within the model. For the purposes of the allocations process these are considered as being the upper and lower bounds of the TSM outputs.

The academic year 2015 to 2016 NCTL allocations were calculated by the TSM covering the same period. A published description of this model can be obtained at the following [link](#).

The 2015/16 TSM estimated that 29,787 postgraduate training places were required in the 2015/16 academic year in England to meet the needs of the state-funded schools sector. The process changed for the 2016 to 2017 academic year.

Figure 5: Upper and lower bounds of the Teacher Supply Model



Based on these estimates, NCTL allocates teacher training places to accredited initial teacher training providers and, from the academic year 2013 to 2014, to lead schools involved in the School Direct scheme (who have to be partnered with an accredited initial teacher training provider).

Please be aware that prior to the 2015/16 TSM, the TSM target was a combined target for both postgraduate and undergraduate trainees. For 2014/15 and 2015/16 we have looked at the postgraduate target only.

6. Accompanying tables

The following tables are available in Excel format on the department's statistics website:
<https://www.gov.uk/government/organisations/department-for-education/about/statistics>

National tables

Table 1	Provisional data on postgraduate initial teacher training new entrants (including forecast new entrants) and training places by subject in 2015/16
Table 1a	Provisional data on initial teacher training new entrants (including forecast new entrants) and training places by route and subject in 2015/16
Table 1b	Initial teacher training new postgraduate entrants and training places 2010/11 to 2015/16
Table 1c	Initial teacher training new postgraduate entrants by subject and target (detailed breakdown), 2011/12 to 2015/16, revised
Table 2	Degree class of new postgraduate entrants by route in 2015/16
Table 2a	Initial teacher training new postgraduate entrants with First class, 2:1 or 2:2 classified degrees 2010/11 to 2015/16
Table 3	Gender breakdown of new entrants in 2015/16
Table 3a	Gender breakdown of new entrants 2010/11 to 2015/16
Table 4	Ethnic backgrounds of new entrants in 2015/16
Table 4a	Ethnic backgrounds of new entrants 2010/11 to 2015/16
Table 5	Age breakdown of new entrants in 2015/16, as at 14 October 2015
Table 6	Disability status of new entrants in 2015/16
Table 7	Final data on initial teacher training new entrants and training places by route and subject in 2014/15, revised

Provider level tables

Table 1	Provider level tables
Table 2	Provider level tables by route
Table 3	Provider level tables by priority subject

When reviewing the tables, please note that: The location of the provider is used to generate the region variable. This does not necessarily correspond to the location of the training, or where trainees go on to teach

7. Further information is available

- Previously published figures: <https://www.gov.uk/government/collections/statistics-teacher-training>

8. Official Statistics

The United Kingdom Statistics Authority has designated these statistics as Official Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as Official Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

9. Get in touch

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Department for Education

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