



National College for
Teaching & Leadership

Initial teacher training census 2013

Commentary

November 2013

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November 2013 initial teacher training (ITT) census

[Census data](#) published in November 2013 by the National College for Teaching and Leadership (NCTL) shows the provisional summary of recruitment to ITT in England for new entrants commencing in the academic year 2013/14.

The ITT Census is collected each year on the second Wednesday in October. Training providers supply information on:

- the total number of new entrants to ITT that they have recruited
- the class of degree they have
- other indicators such as gender, ethnicity and age

Not all training begins at the start of the academic year. ITT providers and the Department for Education (DfE) also estimate the additional numbers of trainees they believe will start later in the year. The census is updated throughout the year and a final summary is published.

The provisional_census data shows the total number of expected new entrants into ITT for 2013/14. This includes a summary of the undergraduate and postgraduate routes into ITT, including School Direct.

School Direct is the new way of training teachers that puts schools at the heart of the process. With School Direct, schools can:

- request training places directly
- select the accredited provider of ITT they want to work with
- recruit trainees they expect to employ as Newly Qualified Teachers (NQTs) in their school networks.

School Direct is available in primary schools, secondary schools, special schools and pupil referral units (PRUs) across England. The School Direct training programme is funded by tuition fees, and trainees qualify for student loan support and bursary support. The School Direct training programme (salaried) is an employment-based route available to graduates with three years' work experience who are paid a salary while they train.

Required numbers of places and new entrants to ITT

Each year, there are approximately 45000 new teachers in state schools. Of these, around half (23500) are NQTs; a third (14700) qualified earlier; and a fifth (8200) are returning to teaching. We do not assume that all trainees will complete their training successfully and/or teach immediately in a state school, and that is built into our estimates of the numbers required¹. Not meeting the required number does not mean there will be a teacher shortage.

Every year the DfE calculates the number of trainees needed in each subject. These numbers are set in the context of longer-term recruitment patterns and anticipated future need over a number of years. This data does not include Teach First which reports its recruitment separately. Based on these required numbers, we allocate ITT places to accredited providers and, for places in 2013/14 academic year, to schools involved in the School Direct scheme.

Figure 1 overleaf shows a comparison between the final census data of 2012/13 and the provisional position for 2013/14 of allocated places, required numbers and new entrants by route. This shows that for 2013/14 96 per cent of the required trainees were recruited. 99 per cent of the overall postgraduate required places were filled and 84 per cent of the overall undergraduate required places were filled. Undergraduates recruited to start ITT in 2013/14 will generally not become qualified teachers for three years. Future required numbers will take account of any shortfall in undergraduate recruitment.

¹ Proportions of new teachers based on [School Workforce in England data November 2012](#)

Year-on-year comparison of allocated places, required number of places and new trainees by route²

	2012/13 (final) ³						2013/14 (provisional) ⁴					
	Provider-led ⁵ Under-graduate	Provider-led ⁵ Post-graduate	Provider-led ⁵ Total	EBITT ⁶	School Direct Training Programme (pilot)	Total	Provider-led ⁵ Under-graduate	Provider-led ⁵ Post-graduate	School Direct Programme Training	School Direct Programme Salaried	Post-graduate Total	Total
Places allocated	6920	24050	30970	4390	910	36270	6790	22530	6170	3410	32110	38900
Required number of places ⁷	35300						7000	27470				34470
New entrants	29890			4990		34880	5840	20690	4270	2310	27270	33110
% Required number of places filled	99%						84%	99%				96%

Figure 1 Year-on-year comparison of allocated places, required numbers and acceptances by route

²Data presented in this figure on allocations, applications, acceptances and required numbers have been rounded to the nearest ten. Totals may not be the sum of stated data due to rounding effects.

³The Census this year includes publication of final 2012/13 data that accounts for all new entrants to ITT in that year.

⁴Census data for 2013/14 new entrants is provisional and includes estimates of projected trainees who will start in year. Final data will be published in 2014.

⁵The term 'provider-led' refers to university and school centred ITT providers.

⁶EBITT refers to employment-based initial teacher training, and refers to programmes where trainees are employed by a participating school as trainee teachers throughout the duration of their training. For 2013/14 this has been replaced by the School Direct training programme (salaried) route.

⁷Required number of places has previously been referred to as 'target' numbers.

Summary of ITT recruitment 2013/14⁸

Figure 2 provides an overview of postgraduate ITT recruitment in 2013/14, broken down by training route and subjects reported in the census.

Subject	Required number of places ⁹	New Trainees Provider-led ¹⁰	New Trainees School Direct	New Trainees Total	Percentage of required number of places filled
English	1500	1050	920	1960	130%
Mathematics	2460	1680	560	2230	91%
Biology and general science	740	540	170	700	95%
Chemistry	820	780	300	1080	132%
Physics ¹¹	990	560	140	700	71%
Computer science	570	280	70	350	61%
D&T	800	310	80	380	48%
Modern and ancient languages ¹²	1550	1030	260	1280	83%
Geography	620	470	150	620	99%
History	540	480	300	770	143%
Art	340	270	60	330	98%
Music	390	290	100	380	98%
Physical education	780	660	380	1030	132%
Religious education	450	300	50	350	77%
Business studies	230	170	20	200	87%
Social studies	180	130	-	130	74%
Other subjects	400	320	140	470	118%

⁸Data presented in this figure on allocations, applications, acceptances and required numbers have been rounded to the nearest ten. Totals may not be the sum of stated data due to rounding effects.

⁹ Required number of places has previously been referred to as 'target' numbers

¹⁰ The term 'provider led' refers to University and School Centred ITT providers.

¹¹ Physics includes 150 new entrants to physics with mathematics programmes

¹² Comprises Modern Languages and Classics for 2103/14

Subject	Required number of places ⁹	New Trainees Provider-led ¹⁰	New Trainees School Direct	New Trainees Total	Percentage of required number of places filled
Total secondary	13340	9300	3690	12980	97%
Primary	14130	11390	2890	14280	101%
Total	27470	20690	6580	27270	99%

Figure 2 Summary of postgraduate ITT recruitment 2013/14

Figure 3 provides an overview of undergraduate recruitment.

Subject	Required number of places ¹³	New Trainees Provider-led ¹⁴	Percentage of required number of places filled
English	70	40	57%
Mathematics	120	90	78%
Biology and general science	20	10	50%
Chemistry	40	20	47%
Physics	10	10	100%
Computer science	50	-	-
Design Technology	70	30	46%
Modern and ancient languages	20	10	60%
Physical education	110	90	77%
Religious education	10	10	110%
Total secondary	500	310	62%

¹³ Required number of places has previously been referred to as 'target' numbers

¹⁴ The term 'provider-led' refers to university and school-centred ITT providers.

Subject	Required number of places ¹³	New Trainees Provider-led ¹⁴	Percentage of required number of places filled
Primary	6500	5530	85%
Total	7000	5840	84%

Figure 3 Summary of undergraduate ITT recruitment 2013/14

Figure 2 shows that postgraduate teacher training recruitment in England is at 27270 or 99 per cent of the overall required postgraduate numbers. Figure 3 shows that undergraduate new entrants are 5840 or 84 per cent of the overall required undergraduate numbers. We have reached 96 per cent of all required trainees in all secondary programmes, and have reached 96 per cent for primary.

This year, as in previous years, we have allocated more places than the required number. This helps ensure that we train enough teachers needed in each subject, taking account of the likely level of recruitment in each subject. If allocation levels are not reached, that does not mean there will be a shortage of teachers.

Chemistry, which has been difficult to recruit to in the past, has filled 1100 (127 per cent) of the required places. This follows the introduction of new £20,000 teacher training scholarships led by the Royal Society of Chemistry (RSC), and builds on the success of previous years. Bursaries of up to £20,000 were also available.

English, history and PE have over-recruited against their required numbers. Languages, geography, RE, biology and music have under-recruited but these subjects have exceeded the required numbers over the last five years. Figure 4 presents a summary of recruitment of the percentage of trainees to required numbers for the past five years, as reported in census.

Subject	Recruitment Year 2009/10	Recruitment Year 2010/11	Recruitment Year 2011/12	Recruitment Year 2012/13	Recruitment Year 2013/14
English ¹⁵	102%	103%	109%	114%	128%
Mathematics	109%	104%	101%	89%	90%
Biology	144%	168%	123%	93%	95%
Chemistry	97%	96%	121%	108%	127%
Physics ¹⁶	63%	67%	94%	92%	72%
Computer science	-	-	-	-	57%
Design and technology ¹⁷	112%	115%	105%	86%	48%
Modern and ancient languages ¹⁸	113%	112%	95%	103%	83%
Geography	109%	114%	112%	99%	99%
History	119%	117%	119%	121%	143%
Art	113%	115%	109%	117%	98%
Music	120%	119%	103%	96%	98%
Physical education	117%	132%	124%	129%	126%
Religious education	128%	131%	98%	106%	80%
Business studies	-	-	-	88%	87%
Social Studies ¹⁹	-	-	-	-	74%
Other ²⁰	236%	292%	171%	120%	118%
Primary	101%	98%	101%	98%	96%

¹⁵ Included drama until 2012/13

¹⁶ Physics comprises physics and physics with mathematics.

¹⁷ Design and technology comprises: design and technology, food technology and engineering

¹⁸ Modern and ancient languages comprises: modern languages and classics for 2013/14

¹⁹ Social studies includes citizenship and health and social care, these subject previously reported differently

²⁰ Other includes creative and media, leisure and tourism, social science, dance, drama, economics and psychology

Figure 4 Five year recruitment to target for all subjects

Recruitment to STEM subjects is always very challenging especially when the economy is recovering. In addition computing has been introduced as new subject, which has provided further challenge in terms of public understanding. We are taking a number of steps to address this for 2014/15 recruitment by:

- removing the cap on allocations for physics and mathematics for schools and providers
- increasing bursaries and scholarships for postgraduate ITT recruitment
- increasing the number of allocated School Direct training programme (salaried) places from 3410 to 3960, to encourage more career changers to train as teachers
- reforming the subject knowledge enhancement programme to increase access
- working closely with relevant subject associations to promote computer science and design and technology

School Direct

School Direct is a response to what schools have asked for – more influence and control over the way that teachers are trained. It gives aspiring teachers the opportunity to work as part of a school team, learn from more experienced colleagues and immediately put their skills into practice. It gives schools a greater role in selecting and recruiting the best trainees to suit their needs. Schools requested 17717 for 2014/15 recruitment.

2013/14 was the first year that schools have been able to request places for the School Direct scheme as part of the main allocation round. There has been a huge amount of interest in the programme both from schools and candidates. 850 lead schools were allocated 9580 places. Schools have filled 6580 of these places, across all subjects and phases, 69 per cent of the places allocated. Last year schools recruited just under 400 trainees to School Direct.

As reported in September 2013²¹, School Direct has attracted more applicants per place than GTTR – three applicants to every place compared with only 1.8 for GTTR. Schools have been very selective choosing one candidate for every 4.5 people who applied to School Direct. GTTR accepted every other person who applied.

²¹ The [September 2013 initial teacher training update](#) contains further details of interim information published at that time

Trainee teacher quality based on degree class²²

The government's policy²³ is to improve the quality of teachers by encouraging those with good degrees to enter ITT. Recruits with higher class degrees are more likely to secure QTS and be employed within six months of teaching.²⁴ Bursaries have been focused generally on trainees with good degrees and scholarships have been introduced to reward outstanding achievement and potential.

The 2013/14 census data shows that the provisional overall proportion of trainees with a 2:1 or higher is 74 per cent; this is a rise of three percentage points on the same result in 2012 and nine percentage points since 2011. The overall proportion of trainees with a 1st class degree has also risen from 14 per cent to 16 per cent. The percentage of trainees with a 2:1 or higher and the percentage of trainees with a 1st are both the highest figures recorded²⁵. Figure 5 shows the overall percentages for 2:1 or higher degree over the last 5 years.

Year	Per cent new entrants with 2:1 and above	Per cent new entrants with a first-class honours degree
2009/10	61%	10%
2010/11	63%	10%
2011/12	66%	12%
2012/13	71%	14%
2013/14	74%	16%

Figure 5 Five year percentage of new entrants with 2:1 or above

These rises outstrip the general pattern of degree class improvement. As shown by figure 6, the proportion of degrees awarded at 2:1 or higher has risen four percentage points (from 62 to 66 per cent) for the period 2008 – 2012, the most recent data available²⁶. For the same period the proportion of entrants to ITT with a 2:1 or higher has increased 10 percentage points from 61 to 71 per cent. In addition many entrants will often have graduated some years before they enter ITT which makes this an even stronger performance.

²² The data collected by the census on degree class of post graduate trainees does not include any estimate for in-year starters because there is no reliable way to make this estimate. So it relates only to trainees who have started their courses. These figures are the degree class of postgraduate trainees which will be revised following later publication of the Performance Profiles dataset for the relevant year.

²³ See Training our next generation of outstanding teachers [implementation plan](#) for further details.

²⁴ In November 2013 NCTL published information relating to [performance profiles](#).

²⁵ Degree class of postgraduate trainees has only been recorded in the ITT census since 2008/9.

²⁶ Graduates cannot enter postgraduate ITT until they have graduated. Some do not do so for some years after they graduate.

Academic Year	Percentage graduates with 2:1 or First class degree
2008/9	62%
2009/10	63%
2010/11	64%
2011/12	66%

Figure 6 HESA degree class data 2008-2012²⁷

The School Direct training programme has the highest proportion of new trainees with a 2:1 or higher, reflecting its appeal to top graduates.

School Direct training (salaried) has a lower proportion of trainees with a higher quality degree. This route is restricted to career changers who bring additional skills to the classroom. The entrants are older than average for ITT (see figure 13), and are therefore likely to have graduated prior to the degree class improvements shown in figure 6. The 2012 census showed 67 per cent of trainees on the Graduate Teacher Programme (GTP) had a 2:1 or above. GTP was the predecessor to School Direct training programme (salaried).

Figure 7 sets out degree class by route

Route	Percentage of trainees with 2:1 and higher degree	Percentage of trainees with a First class degree
Provider-led	74%	16%
School Direct training programme	76%	18%
School Direct training programme (salaried)	68%	13%
All	74%	16%

Figure 7 Degree quality of new entrants by route

²⁷ [HESA degree class data](#) is published for combined First and 2:1 degrees as a percentage of all classified degrees awarded.

Figure 8 sets out the percentage of new entrants with a 2:1 or above for all subjects

Subject	Recruitment year 2009/10	Recruitment year 2010/11	Recruitment year 2011/12	Recruitment year 2012/13	Recruitment year 2013/14
English	75%	75%	77%	82%	84%
Mathematics	50%	51%	54%	62%	67%
Biology	60%	63%	67%	73%	74%
Chemistry	55%	51%	55%	65%	65%
Physics	50%	50%	46%	62%	63% ²⁸
Computer science	-	-	-	-	70%
Design and technology	54%	56%	54%	64%	64%
Modern and ancient languages	62%	65%	63%	73%	80% ²⁹
Geography	66%	70%	72%	75%	76%
History	81%	83%	82%	87%	88%
Art	67%	71%	76%	77%	81%
Music	66%	69%	73%	81%	82%
Physical education	56%	57%	63%	69%	74%
Religious education	66%	70%	71%	79%	80%
Business studies	58%	62%	57%	62%	68%
Social studies ³⁰	-	-	-	-	73%
Other	65%	63%	73%	74%	83%
Primary	62%	65%	68%	70%	73%

Figure 8 Five year percentage of new entrants with a 2:1 or above

²⁸ Physics comprises; physics and physics with mathematics programmes, the percentage of physics only applicants with a 2:1 or higher is 65 per cent.

²⁹ The target for 2013/14 was for modern and ancient languages including classics. If classics trainees are removed the percentage of modern language entrants with a 2:1 or higher would be 77 per cent

³⁰ Social studies includes citizenship and health and social care, these subjects were previously reported differently

Every subject has recruited the highest proportion of 2:1 or higher trainees since records were first kept (chemistry and design and technology's proportion are the same as their record performance in 2012). The improvement in other STEM subjects is particularly striking.

Gender, ethnicity and age of trainee teachers

The census also collects data about the diversity of trainees including gender, ethnicity and age of new entrants to ITT.

Gender

The census reports the gender of all entrants to ITT for all phases. The data for this year is set out in Table A4 of the census SFR. Figure 9 sets out the gender breakdown for primary for all routes for the previous five years and shows that there has been a further welcome rise in the proportion of male teachers.

Recruitment Year	Male	Female	Total
2009/10	16%	84%	100%
2010/11	18%	82%	100%
2011/12	19%	81%	100%
2012/13	20%	80%	100%
2013/14	21%	79%	100%

Figure 9 Five year percentage of new entrants to primary ITT by gender

Figure 10 sets out the primary breakdown for 2013/14 by route. This indicates that schools, when given the power to choose their own trainees, are particularly successful in recruiting men.

Gender of entrants Primary initial teacher training programmes	Provider-led	School Direct training programme	School Direct training programme (salaried)	Total
Males on primary ITT programmes	20%	25%	28%	21%
Females on primary ITT programmes	80%	75%	72%	79%
Total	100%	100%	100%	100%

Figure 10 Percentage of new entrants by route

Ethnicity

Figure 11 shows the ethnicity of trainees by route and overall.

Ethnicity of entrants on initial teacher training programmes	Provider-led	School Direct training programme	School Direct training programme (salaried)	Total
Black and minority ethnic (BME)	12%	9%	10%	12%
Non-BME	88%	91%	90%	88%
Total	100%	100%	100%	100%

Figure 11 Ethnicity of new entrants by route

The proportion of BME new entrants has been maintained in line with the last five years.

Year	Black and minority ethnic (BME) percentage	Non BME
2009/10	12%	88%
2010/11	12%	88%
2011/12	12%	88%
2012/13	13%	87%
2013/14	12%	88%

Figure 12 Five year trend for ethnicity of new entrants

Age

Figure 13 sets out the age of trainees by route. As expected School Direct training programme (salaried) has recruited an older profile. It shows that 87 per cent of new entrants on this route were aged over 25 compared with 46 per cent overall; 31 per cent were aged over 35 compared with 12 per cent overall.

Age breakdown	Provider-led	School Direct training programme	School Direct training programme (salaried)	Total
Aged under 25	58%	51%	13%	54%
25-34	31%	34%	55%	33%
35-44	7%	12%	22%	9%
45-54	3%	4%	9%	3%
over 55	0%	0%	0%	0%
Total	100%	100%	100%	100%

Figure 13 Age profile of new entrants by route



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